

Expanded Learning Opportunities Program for Reed Union School District



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

June 2026



Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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. Reed Elementary School (TK-2)
2. Bel Aire Elementary School (3-5)
3. Del Mar Middle School (6-8)

Governing Board Approval Date: June 3, 2025
Review/Revision Date: June 2, 2026
Review/Revision Date:



Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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



Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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



Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

RUSD strives to find opportunities to meet our students' and their families' needs to ensure a safe, quality and equitable educational experience for lasting future accomplishment and wellbeing. The RUSD after school program is voluntary and hosted in partnership by the Belvedere-Tiburon Joint Recreation Committee community partner - The Ranch. The Ranch offers after school enrichment and expanded learning opportunities for RUSD students. These opportunities are primarily provided at RUSD school campuses and as needed nearby at the Dairy Knolls Center (located within 3.5 miles from the furthest RUSD school). The Ranch offers full and enrichment camps during breaks (Winter Break, Spring Break, and Summer Break) that have space reserved for RUSD students.

RUSD students may participate in the Yellow Bus Challenge program that is overseen by the Tiburon Peninsula Traffic Relief Joint Powers Authority (JPA) for transportation. The Ranch staff walks with Reed Elementary School students from the school to the Dairy Knoll Center.

The Ranch program staff and independent contractors are subject to job duty qualifications and fingerprint clearance requirements. The Ranch ensures that staff and independent contractors demonstrate competencies in the expanded learning opportunity area of focus with sufficient experience, education, and/or certification in alignment with industry standards and practice, which may include possession of a high school diploma, ECE units, performance in competency testing, etc. Certificated RUSD teachers facilitate the enrichment educational tutoring aspects of the after school program offerings.



The Ranch program staff are trained in policy and procedures to ensure the physical and emotional safety of RUSD students including developmentally appropriate supervision, attendance tracking, incident response and reporting, and maintaining the safety of the physical environment. The Ranch program staff are informed of emergency response procedures and mandatory reporting requirements. The Ranch confidentially maintains student health records when they have been provided at the parent/guardian's discretion. The Ranch and RUSD encourages families, students, and staff to notify the program and District staff of safety concerns.

The Ranch will notify RUSD by the next working day, and will submit a written report within seven days), following 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. The Ranch will request from parents or guardians student health information, such as whether a student has allergies or asthma, before enrollment. Parents or guardians may provide this information at their discretion without limiting access to the after school program for the student.

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.

RUSD is dedicated to the academic and social growth of each student. We recognize that our students have different strengths and challenges, as well as home and life experiences, that impact their education and wellbeing. We partner with The Ranch to provide opportunities to close students' academic gaps early and offer expanding learning opportunities so that they can thrive for years to come. Students grow their confidence in academics and enjoyment in areas of interest resulting in positive self-worth and social emotional growth. The after school enrichment and educational opportunities are designed to assist families during commonly needed childcare hours with established transportation and supervision for family ease to remove barriers and support emotional stability for those faced with strain associated with lower socioeconomic status. The Ranch trains staff in strategies to build social emotional capacity and positive role modeling for students. The optional academic tutoring, enrichment classes, and extended care keeps students engaged and motivated to attend school for improved attendance. This program creates inclusive learning environments that are culturally responsive and fosters belonging, curiosity, and confidence for students' increased social emotional wellbeing.

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.

RUSD after school program serves students at every school in the District-Reed and Bel Aire Elementary Schools, serving TK thru 5th Grade students; and Del Mar



Middle School, serving 6th-8th Grade students. Sixth grade students at Del Mar are eligible for ELO-P programming. The elementary school instructional offering is after school from 1:40-5:30 (Weds only) and 2:45/2:35-5:30pm (M-F). The middle school program is after school from 3:30-5:00 pm (MTTH). The Ranch offers full and part day weekly enrichment camps during breaks (Winter Break, Spring Break, and throughout Summer Break). Families can select full day camps (8:30-5:30) or part day camps (9:00-2:00). Non school day camp offerings exceed 30 non school days.

The after school programming provides an educational element that is designed to minimize disruption to students' school day with sustained exposure to the current content and activities with their classroom peers to prevent academic decline. The enrichment tutoring offerings allow for mentored support for the students' access to their current workload through homework help, strategic instruction, and executive function skills building exercises for approximately 10 sessions per semester. Various RUSD certified teachers will provide instruction and support in literacy and math skills to fill identified learning gaps. They are also able to assist with homework help. This program will average a 5 to 1 student to staff ratio at the elementary level and a 8 to 1 student to staff ratio at the middle school level.

The after school enrichment courses are designed to provide students with exploration and learning for concentrated areas of interest that are outside of the curricular program while assisting families during commonly needed childcare hours with established transportation and supervision. Enrichment classes are offered based on interest such as jewelry making, chess, gymnastics, science, cooking, sewing, music, etc

The after school program includes Extended Care for grades 3-5 and After School Club for TK-2 that provide supervision for students from dismissal until 5:30 and 6:00pm with coordination for enrichment classes. Students have fun, learn, socialize, and play after the school day ends. Students in Grades 3-5 have Extended Care at the school site, Bel Aire Elementary, and TK-2 are walked by The Ranch's staff from Reed Elementary School to the Dairy Knoll Center nearby. Each after school program day includes free play and a variety of developmentally structured activities like arts, crafts, science, and sports.

The Ranch provides non-school day, expanded learning opportunity camps at RUSD school sites and around the community. Families can self-select camps in accordance with their needs by dates, locations, and length of day. Camps run more than 30 non-school days (Winter Break, Spring Break, and Summer Break), inclusive of extended school year days, with offerings that include no less than nine hours of in-person expanded learning opportunities per day.

3—Skill Building

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

Students attending The Ranch enrichment education tutoring offerings grow in their



foundational English Language Arts (ELA) and Mathematical skills to increase access to grade level content and close academic gaps. Students develop executive functioning skills that foster greater independence, self-monitoring abilities, and effective task completion strategies. The goal is sustained application of academic progress. Students are given increased opportunities to hone academic skills with practice and application in a small group setting with expert individualized attention that is not always feasible in the general classroom.

Students participating in expanded learning opportunities camps, enrichment courses, and after school Extended Care and After School Club gain skills in their area of interest, as well as building social skills that come from shared experiences in facilitated activities, challenges, and team building experiences. Well- trained and qualified experts guide students in skill acquisition and support their social navigation during structured and unstructured after school opportunities that are unique to the class outside of the adopted school-based curriculum. Students have the opportunity to explore career paths to build foundational skill acquisition and interest that may guide future ambitions.

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.

Older and more experienced youth are encouraged to serve as peer mentors to younger students. These mentorship roles can include academic support, co-facilitation of activities, or providing orientation and support to new students. This not only enhances the older/more experienced students' experience but also reinforces leadership skills and a sense of responsibility. Program staff will serve as facilitators and coaches, offering guidance while allowing students to take the lead in organizing and collaborating during activities. Students and families' selection of expanded learning opportunity offerings provides RUSD and The Ranch the opportunity to understand student preferences.

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.

The after school program and camps give students a fun, active, and educational experience tailored to the abilities of their age group. The Ranch and RUSD's expanded learning opportunities for after school supports students in motor skills and coordination development through physical activity. Students learn and practice these skills by playing games and working cooperatively with peers. Activities and classes promote a healthy lifestyle and have included ballet, yoga, volleyball,



basketball, science, wiffleball, soccer, capture the flag, running, etc. The expanded learning opportunities also build healthy habits associated with students' interests and hobbies. Classes for shared interest and arts include music, jewelry-making, drawing, etc. Activities are well-structured to engage students and may be collaborative or involve individual and team-building challenges. They also may include small-sided competitions for skills development in leadership, communication, and team building. The extended care includes free play for socialization and student choice. The program supports students in learning how to cope through challenges and supports building self-esteem and confidence by providing access to qualified teachers, mentors, experts, and coaches. The Ranch provides healthy snacks to students in Extended Care and After School Club by staff with California Food Handler Certification. Snacks are purchased by The Ranch and strive to 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.).

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 and The Ranch encourages after school curricula that celebrate multicultural holidays, features diverse authors and artists, and offers culturally relevant learning opportunities that reflect the backgrounds of our student population. RUSD and The Ranch ensures that communication with students and families is accessible in the languages they speak (ex: providing translated materials, interpretation services at meetings or events, and employing bilingual staff or volunteers when possible). Staff are encouraged to take action in creating a welcoming climate that is free from discrimination. Student and family feedback about program offerings from RUSD surveys support efforts to ensure that the program is reflective of the community's diversity and promotes a sense of belonging for students and their families. The program is located at ADA-compliant sites with activities designed to ensure accessibility for all students, regardless of ability. The after school program and camps work with families and school partners to understand and implement necessary accommodations or modifications for students with disabilities (ex: include assistive technology, flexible schedules, sensory-friendly spaces, one-on-one support, etc.). The after school program is prioritized and provided at no cost for socio-economically disadvantaged families. The tutoring program is prioritized with reservation for students with an identified need. Prioritization is used to ensure equity in access to resources for those who need it most.

7—Quality Staff

Staff Engagement

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



The RUSD and The Ranch after school program provides students extended learning opportunities for high-quality academic support from familiar teachers who are trained in pedagogy and content that reinforces and supports classroom learning. A low student to staff ratio for tutoring ensures high quality attention and time are allocated accordingly by the teacher. The enrichment camps and class professionals lead by bringing real-world expertise and passion to create dynamic and relevant learning that offers students exposure to a wide array of potential interests and career paths. The Ranch program staff have experience and qualifications in accordance with their job duties for age-appropriate supervision. Fingerprinting further supports quality staffing. Within the context of this after school program model, the whole child is supported by quality staff —academically, socially, and emotionally both in intrinsic interest and external support. By combining the instructional expertise of certified teachers with the passion and skills of enrichment professionals, the after school program becomes a holistic learning hub that addresses academic needs while nurturing creativity, interests, and personal development led by qualified role models.

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)]).

Minimum requirements for the direct supervision of students necessitates the qualifications of an instructional aide in that staff must have First Aid / CPR certification, hold a Paraprofessional Certificate (or proof of 48 units), have a Copy of High School Diploma, and Copy of Highest Degree (AA, BA, MS), as well as fingerprint clearance and health screening. Independent contractors must provide evidence of qualifications and fingerprint clearance. The Ranch staff meet minimum qualifications or equivalent for instructional aide with fingerprinting and training for mandated reporting, emergency procedures, and policy/procedures for student safety. Pupil-to-staff member ratios will be maintained by limiting enrollment for TK-K of 10: 1 and 20:1 for other students with prioritization for underserved student groups.

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 programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

The Ranch ensures staff are trained in procedures and policies for the health and safety of students. The Ranch employs aides who support and learn from senior staff members. The Ranch strives to hire staff with experience and education related to



their job duty.

8—Clear Vision, Mission, and Purpose

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

Reed Union School District (RUSD) is dedicated to the academic and social growth of each student. We recognize that our students have different strengths and challenges, as well as home and life experiences, that impact their education. We strive to find opportunities to meet our students' and their families' needs to ensure a safe, quality and equitable educational experience for lasting future accomplishment and wellbeing. RUSD strives to close students' academic gaps early so that they can thrive for years to come. The after school access to supplemental educational tutoring is designed to minimize disruption to students' school day by allowing the students to sustain exposure to the current material and activities with their peers to prevent further academic decline. The after school and non school day enrichment learning opportunities are also designed to assist families during commonly needed childcare hours with established transportation and supervision to support positive family dynamics and relationships. RUSD recognizes that inequity exists between socio-economic status groups. As such, RUSD is committed to prioritizing underserved groups to ensure that access to our after school program goes to those who need it most at no cost. RUSD recognizes that traditional tutoring is expensive and necessitates coordination with parent/guardian oversight for progress monitoring that is unattainable for some families. We are committed to seeking opportunities to continue to provide equitable outside of school support to our families who need it most. The after school program provides lasting impacts to allow students to achieve at their highest potential in a safe setting with highly trained professional teachers and other experts in diverse areas of interest. We believe that the after school and non school day camp programs allow students to grow social skills and create opportunities for connection for lasting friendships as well as positive social-emotional development, while supporting working families. Our after school and non school day camp programs positively impacts our community through improved academic and social growth for students and a provision for an equitable experience for families facing societal barriers that limit outside of school educational support. These programs promote career readiness through industry-oriented problem solving and technical skill building.

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 staff, students, and families provide yearly feedback from stakeholder climate



surveys, specialized task forces, LCAP Advisory Committee, Strategic Plan C Collaborative, school board meetings, and the PTA. Stakeholder feedback guides decision-making and supports the shaping of the after school program to meet the needs of the community. RUSD maintains a commitment to equity by embedding inclusive practices in its core values, hiring diverse staff, and engaging families as partners for the after school and non school day programs in coordination and collaboration with The Ranch. RUSD utilizes assessment of feedback and data, including input from students and families with diverse needs, to help identify and address barriers to participation in the after school program.

Community Based Organizations and other Non-LEA Partners

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

RUSD partners with the Belvedere-Tiburon Joint Recreation Committee, "The Ranch," to facilitate the after school program. Transportation is in collaboration with the Tiburon Peninsula Traffic Relief Joint Powers Authority (JPA) Yellow Bus Challenge program. The Ranch hires staff and enlists trained professionals to provide expertise in areas of RUSD community interest to offer after school enrichment classes and non school day camps for students including Electivity Kids and the National Academy of Athletics, as well as coaches and industry professionals. The educational tutoring offering is a "Tier II" level support option that is offered and prioritized for students who demonstrate the need for increased academic support.

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.

While RUSD is noted for high academic achievement, we have identified discrepancy performance gaps that must be equitably addressed in the best interests of our students. RUSD identified achievement gaps between African American, Hispanic and Latino, English Learner, and low socioeconomic status student subgroups as demonstrated in CA Dashboard, CAASPP, and District MAP data. To improve student performance data, we aim to identify learning gaps early in elementary school and provide extra support in Math and English Language Arts through our after-school program's educational enrichment opportunities.

RUSD strives to ensure feelings of connectivity and safety for all underrepresented



groups (ethnic, racial, religious, gender, and LGBTQ+) as identified by YouthTruth survey and student/family feedback. RUSD expects that the identified subgroup achievement test scores on formal assessments and the underrepresented student subgroups who rated feelings of lower connectivity at school on the YouthTruth Survey will show gap decreases and attendance data will show improvement with after school program offerings.

11—Program Management

Policies and Procedures

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

The Belvedere Tiburon Joint Recreation Committee:

The Ranch Personnel Rules- [Link Here](#)

The Ranch Checklist for Independent Contractors- [Link Here](#)

The Ranch Contract Instructor Agreement- [Link Here](#)

Class Proposal Packet- [Link Here](#)

Budget

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

The Ranch Year to Date Financials:

The Ranch year to date financials demonstrate the costs associated with the after school and non school day camp programs offerings. The Ranch administration costs cover the program oversight including fiscal management, management of the program, procurement of independent contractors, and human resources for the provision of a program that meets the expressed desire of the community to have diverse after school and non school day programs with enrichment opportunities beyond child care. RUSD socioeconomically disadvantaged families participate at no cost with RUSD paying for those students.

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

The administrator of The Ranch will 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. The school site principal will assign the after school program site supervisor/liaison and recommend teachers for the educational enrichment classes subject to the independent contractor approval of the RUSD Superintendent and The Ranch.

The administrator of The Ranch will ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except programs serving transitional kindergarten or kindergarten pupils which shall maintain a pupil-to-staff member ratio of no more than 10 to 1, and ensures that 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.

The RUSD Superintendent will review stakeholder feedback, data, and costs relative to the after school program regularly and as scheduled. The RUSD Superintendent will recommend the after school program community partner, substantial changes, and approve any related contracts in accordance with the best interests of RUSD.

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

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

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



General Questions

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

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

Do you have an ASES Grant? ☐ Yes X No

Do you have a 21st CCLC Grant? ☐ Yes X 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.

N/A

Transitional Kindergarten and Kindergarten

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

Pupil-to-staff member ratios of 10:1 for TK and K students will be maintained by limiting enrollment with prioritization for underserved student groups. TK and Kindergarten programming provides a developmentally appropriate curriculum focused on academic, emotional, and social growth. For instance, students engage in nature-based educational activities combined with arts and crafts, simultaneously developing skills in following instructions, concentration, classroom routines, and independence. The Ranch strives to hire staff with experience and education in early childhood.



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 provides all families information for The Ranch via adopted District communication systems. At the beginning of the year, families receive information on registration and program offerings at Back to School Night, in school newsletters, and return to school paperwork. RUSD translates information for families based on home language survey and other means for identifiable language needs. Registration information is provided again in Winter for the second session and Spring for Spring and Summer registrations. Families self-register via a confidential registration web-based program through The Ranch website. RUSD School counselors will provide targeted support to pupils and families needing assistance in the enrollment process. Transportation is available at no cost via the Yellow Bus Challenge.

Field Trips

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

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

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

Field trips are not a component of the after school program. Non school day enrichment camps may involve travel to other locations as part of the enrichment design and theme.

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.

While open to all RUSD students, the after school program and non school day enrichment camps have prioritization for underserved student groups. The educational enrichment tutoring program is prioritized with reservation for students with demonstrated academic needs. This after school program educational element has limited spots to maintain a low student-staff ratio that ensures a high concentration of individualized academic response. RUSD prioritizes spots at no cost for qualified families who have socio-economic disadvantages as this is an underserved student group who faces societal barriers that may impact educational outcomes. Families self-identify the need for financial support during the registration process. The remaining spots are available for identified students at cost with cost-prohibited families' fees billed to RUSD.

Sample Program Schedule- Regular Schoolday

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

The after school program's expanded learning opportunities has daily instructional minutes, recess, and snacks, that are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

TK-2 After School Club

Mon.-Fri. Sample Schedule:

2:40pm-3:00pm Snack & Break Time
3:00pm-3:45pm Activity #1 (Active or Enrichment)
3:45pm-4:15pm Outdoor Play
4:15pm-5:00pm Activity #2 (Active or Enrichment)
5:00pm-6:00pm Free Play and Clean-Up

Wed. Sample Schedule:

1:40pm-3:00pm Snack & Break Time
3:00pm-3:45pm Activity #1 (Active or Enrichment)
3:45pm-4:15pm Outdoor Play
4:15pm-5:00pm Activity #2 (Active or Enrichment)



5:00pm-6:00pm Free Play and Clean-Up

3-5 Enrichment Class (M-TH 2:30-3:45pm) and Extended Care (M-TH until 5:30)

Children will go from their after school Ranch enrichment program class to a designated meeting spot where The Ranch staff will check them in for Extended Care. Each day will include free play and occasional structured activities like sports, crafts, homework time, and other activities. A snack will be provided at the start of care.

6th Grade Group Tutoring (MTTh from 3:30-5:00pm)

Students report to their tutoring location.

Additional Legal Requirements

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

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

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

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

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

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

Nonschool Days and Hours



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

- (A) For at least 30 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 Sites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care 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 a 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.