

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Rescue Union School District
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Rescue, CA 95672
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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

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

Name of Local Educational Agency or Equivalent:	Rescue Union School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Lake Forest Elementary School/District Office

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

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

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

During the summer of 2022, all district students will be invited to attend our four week summer RISE program. The program will provide four hours of instruction and outdoor activities coupled with an opportunity for all attending students to extend the learning day through an extended day program for an additional five hours. Students will be provided with free transportation to the program, along with being given a nutritious lunch and snacks. Students will receive a rich curriculum or math, language arts, physical education and a S.T.E.A.M project based component. Classroom teachers will be qualified and also provide socio-emotional lessons to all students.

2—Active and Engaged Learning

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

Students in the RISE program will be taught using an alternate curriculum, Focused Reading and Math Intervention and S.T.E.A.M Teacher Created Materials. The reading and math components focus on accelerating learning for any unfinished learning that may have been caused by the Covid Pandemic. The S.T.E.A.M component of the curriculum was created in collaboration with the Smithsonian Institution, this dynamic sriews engages students with high-interest readers that highlight all aspects of S.T.E.A.M: science, technology, engineering, the arts, and mathematics. Through hands-on S.T.E.A.M activities, students will learn how the engineering design process is used to solve real-world problems. Students will also have daily physical education class from a highly qualified teacher.

3—Skill Building

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

Essential skills in math and language arts were defined utilizing a collaborative approach. All Rescue district teachers were provided the opportunity in the Spring of 2021 to collaborate on a list of grade level essential standards to serve as a guide for our teachers of the Expanded Learning Opportunity Program. The RISE program will also focus on building student skills in the areas of S.T.E.A.M. and the NGSS standards. Finally, students will build on their fine motor skills and sportsmanship skills through the additional offering of Physical Education classes during RISE.

4—Youth Voice and Leadership

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

A leadership team will be formed consisting of 5th grade RISE students. The team of students will be responsible for morning announcements to assist in building a strong and positive extended learning opportunity program culture. The students will also meet weekly with program administration to discuss challenges, problem solve, and assist with the planning of program events; some event examples would be the program bbq and ice cream social event.

5—Healthy Choices and Behaviors

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

Students in the RISE program will be provided a daily healthy lunch and snacks. On Fridays, students will have special nutrition events, like the program bbq.

6—Diversity, Access, and Equity

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

Training will be provided to all RISE teachers. English Learners and socio-economically disadvantaged students will attend the program, along with students who participate in an extended school year as stipulated via his/her individualized learning plan. The RISE program is inclusive and all students will participate in Fun Friday activities. Teachers will be qualified to implement designated and integrated English Learner Development strategies along with appropriate scaffolds and supports needed to maximize the potential of every learner in RISE.

7—Quality Staff

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

All teaching staff are highly qualified and all teachers receive one day of professional development on effective teaching strategies for English Learners and best practices for teaching utilizing scaffolds and supports to meet the needs of all learners. Paraprofessionals will assist in the classrooms to aide in differentiated instruction.

8—Clear Vision, Mission, and Purpose

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

The mission and vision of the Extended Learning RISE Program is to ensure all students are ready and equipped with the knowledge base required to be successful in the next grade level, show improvement in essential concepts and skills from the first day of the program when compared to the last, and feel daily success at school

9—Collaborative Partnerships

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

The 2022 Extended Learning Opportunities RISE Program is proud of its partnership with the Charter Extended Day El Dorado County Program (ED). The ED program will partner with RUSD to provide an extended learning day for all students who attend the RISE program. Students will have the opportunity to remain at Lake Forest Elementary after the program's end time of 12:30 and remain at ED until parent arrives. Additionally, RUSD is partnering with the Lawrence Hall of Science to provide a "field trip" opportunity at Lake Forest that is S.T.E.A.M focused.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

RUSD will utilize a data-driven continuous quality improvement process that will involve a cycle of assessment, planning, and improvement. To begin, assessment will be in the form of school-day attendance and overall program attendance coupled with a formal pre and post assessment that will be given to all students in the program in the area of English language arts and math. This pre/post assessment will be part of the Teacher Created Materials curriculum suite, which is specifically designed for short-term extended learning opportunities. The RISE Extended Learning Opportunity Program is created using a multi-step planning process. The planning process begins with gathering input from multiple RUSD team members in various departments, such as food services, transportation, instruction, leadership and finance. Input is also gathered from community members, such as the District English Learner Advisory Committee. Once input is gathered, the program is designed to meet the essential academic and socio-emotional needs as defined by the overall RUSD community. Finally, each year the RISE Extended Learning Opportunity will be analyzed for efficacy and refinements and adjustments to the structure and content of the program will be made as part of a continuous improvement cycle. This evaluation process will include RISE teacher, student and classified employee feedback surveys.

11—Program Management

Describe the plan for program management.

All aspects of the RISE Extended Learning Program will be managed and planned by RUSD central office administration. A RISE site principal, possessing an administrative credential, will oversee the daily operations of the program and is responsible for the management of RISE program staff and student activities. The RUSD central office administration and the RISE Principal will work in conjunction with our community partners, the ED program.

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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The 2022 RISE ELO-P will serve as the foundational program for the overall comprehensive ELO-P. The mission and vision of the RISE ELO-P will also be the guiding force behind the After School Education and Safety (ASES) RUSD programs. The ASES program will again offer an extended learning opportunity for all RUSD students through our partnership with the ED program. The ED program will offer homework support and a nutritional snack so that students can work on essential standards in a structured and safe environment. Qualified staff will be hired to support student learning and to provide adequate supervision in a multi-age setting.

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?

Kindergarten students will be offered the opportunity to participate in the RISE sample schedule listed below in the Sample Program Schedule section. Teachers for this program will have the appropriate teaching credential including Early Childhood Education units as a qualification in working with our Kindergarten students. In order to maintain the proper 10:1 student to staff ratio, an instructional assistant will be hired to support the teacher and the students in the classroom. Enrollment will be limited to 20 students per class. The curriculum will follow the Kindergarten California State Standards in English Language Arts and Math and enrichment instruction will be provided in the areas of STEAM and Physical Education. Instruction will focus on essential concepts and standards in ELA and Math that are deemed needed by staff based on end of the year summative assessments and preassessments at the beginning of the RISE program. The Rescue Union School District will partner with the El Dorado County Office of Education to provide staffing for the Extended Day Program. The appropriate number of staffing will be hired to maintain the 10:1 student to teacher ratio. Staff will receive proper training to work with younger-aged students.

Sample Program Schedule

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

RUSD RISE 2022 ELO-P Sample Schedule

Times are approximations. Students will have a lunch/recess break and at least one additional recess break incorporated into the daily schedule.

8:30-8:40: Attendance & Morning Announcements

8:40-9:40: English Language Arts Block

9:40-10:40 Math Block

10:40-11:40: STEAM Block

11:40-12:30: Physical Education Block

lunch times - 2 grades per lunch

10:00-10:30 K-1

10:35-11:05 2-3

11:10-11:40 4-5

12:30-6:00p.m: Extended Day Program

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

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

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

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

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.