

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN**

**Rocky Point Charter School**

**2025-2028**



***"Today We Learn, Tomorrow We Lead"***

**Rocky Point Charter School  
EXPANDED LEARNING OPPORTUNITIES  
PROGRAM (ELO-P) PLAN**

District CDE Code #45-75267-0113407

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**1 ELO-P Program Site**

School Site Name
Rocky Point Charter School

## **1—Safe and Supportive Environment**

It is of great importance that our services focus on increasing resiliency and providing a safe supervised environment for children and youth. Our staff monitors student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that are given out to parents. Rules and regulations are reviewed with students in our program classes. Students will sign a contract to ensure they understand and will follow the rules. We operate on a closed-campus and provide a safe haven for students after school during the peak hours of the day when most juvenile crime occurs.

***Safety procedures:*** Emergency procedures are well developed and communicated to all staff to align with the regular day including:

- Regular professional development staff training
- Biannual CPR/First Aid training
- Monthly emergency fire/earthquake/intruder alert drills
- Continuous site-coordinator campus walk-throughs
- Use of two-way radios by all staff
- Staff supervised sign-out protocols
- Monitoring of campus security camera feed

## **2—Active and Engaged Learning/Skill Building**

Our educational literacy and educational enrichment activities are based on our school and community needs, by providing a safe and secure environment for children to help support working families who are not at home during the day. Our enrichment activities align with the regular day to enhance academic performance achievement and positive child and youth development and regular day teachers and ELO-P staff share classrooms and meet regularly to discuss instructional goals and objectives and participate jointly in staff development. Regular day teachers provide the ELO-P staff with weekly (and sometimes daily) student homework-status progress reports to encourage continuous coordination and communication to promote

student achievement in English, Language Arts, and Mathematics. Teachers provide staff with missing assignment lists, extra homework, and resources. The ELO-P program hours are divided into three integrated components in order to maximize time and effectiveness:

**Academic/Tutoring:**

This time of the program day is a priority above all other activities. Homework classes support classroom instruction by offering quiet, safe environments for students to complete their homework in a timely manner. 30-60 minutes each day is provided to increase homework completion rates that promote student achievement in English, Language Arts and Mathematics. TK/Kinders will participate in forty-five minutes of academic related activities. First through Eighth Grade students will participate in an hour of academic time. As students complete their homework, this time is also used for daily reading and other literacy activities.

**Enrichment Activities:**

ELO-P staff focus on making connections to the regular day curriculum, introducing students to new ideas, and developing the talents and interests in each student. Providing innovative and exciting enrichment activities based on students' needs and interests, encourages exploration and learning in creative ways. Activities include science, arts, crafts, sports, music, career awareness, technology, and community service learning. Annual student/parent survey results are used to identify new enrichment activities that could be added.

**Recreation/Physical Activities:**

Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. Our program offers a variety of outdoor recreation programs that promote health and wellness such as, but not limited to:

- Soccer
- Softball
- Basketball
- Kick ball

- Volleyball
- Swimming
- Disk Golf
- Ga Ga Ball

Annual student/parent survey results are also used to determine new activities/sports that could be added.

#### **4—Youth Voice and Leadership**

Youth voice and leadership are important factors to our successful program operation. We strive to inspire confidence and social engagement in our students. When young people help make decisions, programs are more likely to meet their needs. Moreover, when young people are part of the process they feel ownership, mobilize others and become powerful role models. Most importantly, the youth voice unites people to work for improved communities and schools.

Student feedback, assessments, evaluations, and integration with the regular day school are used to guide the development of training, curricula, and projects that will meet our students' needs and interests.

Our Leadership Club provides opportunities to our older students where they can share their viewpoints, concerns, or interests that will influence program practices. These students will actively exercise their leadership skills by addressing real world experiences that they identify in their communities (i.e., senior home facility and veteran's home visits, local homeless/shelter donations, youth-led media projects). Students can discuss topics about their school that they believe needs to be change. Students then can write to school Board Members with their suggestions.

Students in lower grades will be able to make these same choices when participating in program activities as indicated through responses to written and oral surveys. Our program also provides a vehicle for expression through our graphic design club, dance club, and singing club.

Students in middle grades will have the opportunity to create an academic lesson plan and teach a subject to lower grades under the supervision of a group leader.

## **5—Healthy Choices and Behaviors**

The ELO-P program is not a stand-alone program. It is one in which instructional school staff and ELO-P staff work together to best serve the needs of all students and their families.

Snacks are provided by Gateway Unified School District. The nutrition staff ensures that all snacks selected are on a rotating basis to keep student interest and meet the requirements and nutrition standards as established by the U.S. Department of Agriculture. All snacks are maintained in appropriate temperature controlled storage on site and include, but are not limited to: milk, peanut butter and celery, string cheese, fruit juice, and apples. The cost of snacks is reimbursed to the district through the Free and Reduced Priced Meals Program.

Our program incorporates healthy nutritional practices in coordination with our Cooking Healthy Foods Club and various Recreational/Physical Activities.

## **6—Diversity, Access, and Equity**

Our ELO-P program is designed to create an environment that promotes diversity, access, and equity and provides activities and opportunities to celebrate our students' cultural and unique backgrounds. We reach out and provide support to students with disabilities, English language learners, and other students who may have barriers that might limit their participation in our program by offering various clubs such as, but not limited to:

- American Sign Language (ASL)
- Games around the World
- Spanish Language and Culture Club.
- Our program information is also available in other languages to support English language learner families.

## 7—Quality Staff

The Rocky Point Charter School ELO-P program adheres to high quality staffing standards by ensuring the employees meet the same federal, state, and district requirements to work with students as regular day program aides:

- High school diploma
- Health screening (current TB Risk Assessment Certificate of Completion)
- Background screening (fingerprint clearance)
- Plus one of the following:
  - AA degree
  - 48 units of college credit
  - Proficiency on the Adult Education Proficiency Exam

Referrals and word of mouth continue to be our main source of recruiting ELO-P staff, but we also advertise through Ed-Join job announcement website, local colleges and universities job boards. Applicants will be considered based on their qualifications and knowledge such as, but not limited to: general classroom procedures, basic English usage, effective communication, understanding/implementation of direction, and experience.

Prospective employees are interviewed by the program director and site coordinator and reference checks are completed. Human Resources staff process employee paperwork following Rocky Point Charter School policies and procedures. In addition to receiving on-going coaching and support from program administrators and site coordinator, ELO-P staff will be provided continuous professional development opportunities throughout the school year on a rotation basis such as, but not limited to:

<b>Type</b>
Regional II Training
CPR/First Aid
Mandated Reporter Training
Sexual Harassment Prevention Training
Literacy Workshop
Classroom Management Training

## Remix Conference

Our program is continually evolving and interested in local community experts and presenters.

### **8—Clear Vision, Mission, and Purpose**

The Rocky Point Charter School’s ELO-P plan strives to align with the goals and needs of our regular day program. Our administrators, program director, staff, parents, and the Governing Board; assess the needs of the students, parents, school, and community. Through multiple sources including analysis of state assessment data (e.g. CST, ELPAC, Physical Fitness Testing, etc.), local benchmark assessment data, and student/parent surveys. The annual surveys specifically ask parents and students for their feedback regarding safety, academic quality, enrichment, and extracurricular activities.

The California Dashboard and DataQuest provide the ability to link state, district, and school assessments with the California State standards in all content areas. This data is used to disaggregate state, district, and site assessment data to ensure that our ELO-P program is providing appropriate instruction to meet the academic needs of students in all subgroups.

Rocky Point Charter School’s assessment team has worked together to compile and review key assessment data and have identified three main goals developed from the results of the needs assessment:

1. To support classroom instruction by promoting student achievement in both English/Language Art and Mathematics.
2. To provide structured physical activity and recreation to promote healthy lifestyles. To establish a good sense of community and problem solving skills.
3. To provide a safe and secure environment for students to support working families who are not at home during the day.

ELO-P activities that enhance these goals include homework and tutoring assistance, providing exciting enrichment activities to capture and sustain student interest, and providing students a safe and supervised learning environment during the after school hours.

ELO-P stakeholders are integral partners in creating and implementing our program

vision, mission, and purpose based on the needs of our school and community through parent volunteers and community member collaboration meetings.

## **9—Collaborative Partnerships**

The program director works to plan and implement activities for the Extended Learning Opportunities Program. They contact individuals and arrange for their services in support of students. Student interest and participation, student/parent/teacher input dictates the need to update and vary enrichment activities.

Collaborative members providing activities includes, but is not limited to:

- Redding Recreation/City of Redding: Various sports camps
- Headwaters Adventure Company: Kayaking nature excursions
- Rare Air Trampoline Park: Team building events/exercise
- Turtle Bay Exploration Park: Art, history, science and discovery
- Skate n Disciple: Confidence building, social emotional learning
- Waterworks Park: Outdoor activities
- Shasta Robotics: Technical and interpersonal skills
- Shawna Norris, RPCS Director: provides support of the program, approves site supervisors, and provides program input
- Teachers: collaborate with the program staff to best meet the needs of the students
- Butte County Office of Education: provides technical assistance and staff development
- Gateway Unified School District: provides nutritional snacks and education to students

## **10—Continuous Quality Improvement**

Our stakeholders and site administrators utilize evaluation tools aligned with the Quality Standards for Expanded Learning in California, which include, but are not limited to:

- Surveys given to stakeholders (parents, students, staff and our director) regarding satisfaction with the program, safety, student academic support, collaboration, professional development and communication with parents.
- Examination of ELA and Math gains and decreases demonstrated by CST scores.

Data collected over the last year showed the following results:

- Parents continued to be highly satisfied with the program.
- Nearly 83% of students reported that they liked physical activities more and 72% said they were in better shape due to the physical activity component of the program. 89% of the program staff also agreed that it benefited students.
- Students who participated in the program showed slight gains in ELA and MATH compared to students not in the program.
- K-8 students in the program had higher attendance rates.

Based on our assessment rubrics evaluation, we decided to focus on two areas for improvement: Active & Engaged Learning and Healthy Choices & Behaviors.

Quality Improvement Plan Implementation:

- To improve our Active and Engaged learning standards, new enrichment activities will be developed in coordination with regular day teachers, the Program Director, and the RPCS Director to further the interest of students and encourage greater participation.
- To improve our Healthy Choices and Behaviors learning standards, additional grade-specific exercise activities will be provided weekly, in addition to already offered sports and recess time. Classroom instruction on healthy eating habits will also be incorporated into weekly lessons to encourage positive behaviors outside of school.

The continued improvement of our ELO-P program to provide quality services that ensure a safe, supervised environment for our students a priority of Rocky Point Charter School. We are committed to ongoing monitoring of student academic progress and individual needs.

## **11—Program Management**

Rocky Point Charter School's ELO-P's mission is to establish a community education center to keep children safe during the after-school hours when families and children lack access to other alternatives and to provide intellectual, physical, and social-emotional enrichment. The ELO-P will support the school core curriculum as well as State and District adopted content standards.

To better support our mission and reach our goals, staff are strategically trained on all aspects of the program including academic support and enrichment, social-emotional safety, and physical activity. The budget is dedicated primarily to ensuring adequate program staffing, academic support, and enrichment materials and activities.

Each year our site is given a budget to purchase materials and activities to support the goals of the program. Some examples include science kits to help increase student engagement and achievement, sports equipment to support the adventure challenge curriculum, and additional Chromebooks to support the STEAM curriculum.

The school Director interviews and selects a Program Director to oversee and operate the after-school program. This position is primarily responsible for assuring compliance with all rules and regulations, as set forth by the RPCS rules and regulations and ELO-P policies and practices. The school Director interviews and selects a community based organization to partner with RPCS to work directly with its students.

Staff are responsible to create and follow a schedule which includes:

- Providing a nutritional snack to all students and taking attendance
- Leading academic, physical, and enrichment activities
- Ensuring students are safe at all times

Our ELO-P is formally reviewed on a semi-annual basis to ensure that the plan continues to meet the needs of the program participants, academically, socially and physically. While this process occurs on a semi-annual basis, there continues to be on-going formative assessment of the program in order to make mid-year adjustments as

needed, rather than waiting until the next year to implement needed changes and updates.

### **A Single Comprehensive Program**

Currently, ASES funds serves the RPCS's TK-8 after-school program. With the additional ELO-P funding we will braid the two funding sources to create one single comprehensive program. ELO-P funding will allow us to expand program offerings to more students, add 30 non-instructional days (9 hours), and increase the enrollment with the goal of eliminating waiting lists depending on staffing levels. Funds will also be used to provide sourced presenters, field trips, and rewards for students. RPCS's goal is to create one cohesive program.

This comprehensive program will incorporate many of our after-school program's best practices. These practices include using a single attendance system, aligning the school day and after-school safety plan, implementing positive behavioral interventions and supports, providing academic intervention, and coordinating the program to align with the school day.

### **Transitional Kindergarten and Kindergarten**

The ELO-P will be used to provide supervision to TK/K students while leading instruction and enrichment activities. The focus of academic support for TK/K students will be to advance skills in phonics and early literacy, and will maintain the pupil to-staff ratio of 10:1. To maintain the lower pupil-to-staff ratio, RPCS will ensure that an additional staff member is working in each TK/K classroom.

Staff are trained in supporting TK/K students in developing skills needed to be successful in school. Expanded learning staff coordinate with Kinder and TK teachers and para educators in meetings and attend training sessions that are applicable to early childhood education. Staff may spend time shadowing in TK/K classes to understand daily operations and observe students to be better equipped to provide services during non-school hours.

The recruitment process is a comprehensive outreach approach that comprises workforce hiring databases (Edjoin), local colleges, and universities in-person job fairs, flyers and electronic communication, local businesses, and word of mouth.



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

***EC Section 46120(b)(2):***

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are

no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 non-school days, during 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 school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC Section 46120(b)(4):***

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

***EC Section 46120(b)(6):***

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

***EC Section 46120(c):***

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

***EC Section 8482.3(d):***

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

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

***EC Section 8482.6:***

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