

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

**Note:** This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	EPIC Academy
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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. EPIC Academy

### 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.

Extended Learning Opportunity Programs will be offered on site at EPIC Academy where a safety is our primary focus every day. Our school consistently scores a top score on the FIT assessment indicating our campus is clean, safe, and functional. We have a thorough, Board approved Safety Plan, in partnership with our local police and fire departments, to be followed in the case of an emergency situation. Staff and students participate in regular safety drills. Any adults entering our campus must sign in and have their license scanned through our Raptor Security System. All classroom volunteers are FBI and DOJ fingerprint cleared. Radios are provided in every classroom to ensure clear communication in an emergency. All staff is CPR and First Aide certified. Professional development is provided for staff in the areas of social emotional learning and understanding the young brain. Counseling services are provided to students who need social/emotional support. Character Counts posters are displayed across campus.

One piece of our program, The Saturday Adventures will have an off campus, field trip component. We work closely with our surrounding school sites and may partner to provide experiences for children meeting all the necessary requirements. To remove any barriers for our students to be able to participate if the program is taking place off campus, we may charter buses and/or utilize school vehicles.

## 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.

The Summer Bridge, Extended Day Program, and Intersession Programs offer academic and enrichment opportunities for students including physical learning activities and social emotional learning. Technology tools and hands-on learning will be incorporated to support engagement. Enrichment experiences such as field trips, art lessons, music and STEAM activities may be offered.

The Summer Bridge and Intersession Programs will not replicate the instructional day, however, will share our focus of student safety, academic rigor, character education, social emotional growth and our belief that students are college-bound.

The Extended Day and Intersession Programs are a partnership with Give Every Child a Chance (GECAC) that will provide unique enrichment opportunities and experiences. These experiences include introducing students to a variety of art forms, physical fitness units, community service projects, career learning, STEAM education, and more. The structured curriculum binders used by GECAC include monthly units like September- Outdoor Exploration and Excursions Across Time and November- Community and Compassion. Within each unit there are weekly lessons for instructors to engage in with the students that relate back to the major theme.

In addition to GECAC we will seek out opportunities to collaborate with other organizations. We plan to send staff to conferences like the Spring BOOST conference that allows after school programs and school districts to make connections.

The Saturday Adventures program may consist of an on campus learning component and then an off site field trip. The goal of the on campus learning component is to engage students in a unique experience, something they might not dive deep into in the classroom. The purpose of the field trip is to see or use the new knowledge in the real world. For example, students might come on campus to do a basketball learning session where they learn about the history

of sport, practice skills, etc. and then they attend a basketball game. Or students learn about marine biologists and about the ocean and then go to an aquarium!

### **3—Skill Building**

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

Students will practice social skills, oral language development, conflict resolution and academic skills through the extension activities. Enrichment opportunities will provide experiences beyond the classroom setting to further explore creativity and innovation. Students will be able to further enhance skills taught in the classroom through a variety of unique experiences such as reader's theater, STEM, art, and hands-on activities. The structured curriculum binders used by GECAC include monthly units like September- Outdoor Exploration and Excursions Across Time and November- Community and Compassion. Within each unit there are weekly lessons for instructors to engage in with the students that relate back to the major theme.

The Extended Day Program with GECAC may be supplemented with enrichment classes to students such as a world language or music.

### **4—Youth Voice and Leadership**

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

Cooperative learning strategies will be taught and used during group activities. During cooperative learning, students may have opportunities to participate in a variety of roles including presenter, speaker, recorder, facilitator. Oral language and presentations skills will be taught and practiced. Models from the community may be invited to speak with the students regarding leadership roles.

For our Extended Day Program, Give Every Child a Chance (GECAC) surveys students and families who consistently attend halfway through the school year to get feedback on what they enjoyed so far and what they would like to see. Students and families who attend the 15 day Summer Intersession Program provided by GECAC are also surveyed for feedback and improvement. Some feedback we got from our 2022-2023 program that we will be implementing in the 23-24 session program is advertising intersession dates earlier so parents have time to make arrangements, doing a monthly newsletter for parents so they are in the loop with what students are learning after school, and working together to plan field trips for students.

### **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.

Physical education activities will be incorporated into the daily participation. Nutritious meals and snacks will be provided by Banta Food Service Program following the National School Lunch Program Guidelines. Health education will be introduced in the form of nutrition and physical activity. Staff will encourage students to be physically active during recess and physical education activities. Additionally, Give Every Child A Chance provides snacks aligned with the California Nutritional Guidelines to students participating in their programs.

## 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.

There will be a focus on relationship-building with students creating a space for all to feel comfortable and thrive as we celebrate and appreciate their diversity. Units of diversity and culture will be incorporated into the planned lessons. Universal Design for Learning Strategies will be utilized to provide access for all learners. Our school and Give Every Child A Chance will work to accommodate the needs of students who have a disability to remove barriers that prevent them from participating in all programs.

## 7—Quality Staff

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

Careful consideration goes into the hiring of any new staff members into our organization. All staff is required to maintain proper credentialing and certifications. The Summer Bridge Program will utilize credentialed teachers to operate the morning sessions for students. Teaching staff is provided Professional Development weekly and engagement strategies, support materials and mentoring will be provided.

The afternoon sessions will be run by the staff of GECAC. At a minimum, staff that directly supervise students will meet minimum qualifications for an instructional aide, be subject to health screening and fingerprint clearance requirements. GECAC programs follow a professional development plan. Mandatory training, such as child abuse mandated reporter, classroom management, lesson planning, quality standards, and sexual harassment will be provided.

## 8—Clear Vision, Mission, and Purpose

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

Extended Learning Opportunities Program will provide enrichment, play, nutrition and other developmental appropriate activities for students. Students will enjoy the extended learning time and develop additional skills and grow through experiences from the program. Extended Learning Programs will be in direct alignment with our school Mission and Vision

### Mission

The mission of River Islands Academies is to provide students with a safe, supportive, character building, orderly educational environment in which each student can achieve his/her potential through specialized technology-based curriculum and experiential learning opportunities.

### Vision

River Islands Academies will be a high-quality educational program for all students including all student subgroups, unduplicated students, and students with exceptional needs. The Charter School will educate the whole student through a curriculum that integrates technology with core academics, and Career and Technical Education opportunities in a positive learning environment. Students will complete a rigorous course of study enabling them to have educational and career choices beyond high school. Our student motto will be COLLEGE BOUND! Students will receive a rigorous instructional program preparing them for the pathway to college and career.

### We believe

- Each individual can learn

- Each individual has unique strengths and intelligences
- Each individual is important and can make a difference in the world
- Each individual should be an active participant in his/her community
- Education empowers individuals
- Individuals learn best in a nurturing, non-threatening, respect-filled environment
- Technology is critical to the learning process
- Learning involves embracing challenge and being willing to risk
- Education is a team effort involving students, families, teachers, and the community
- Real world connections and relevancy enhance the learning experience
- Learning is lifelong

We believe students learn best in educational environments providing real life opportunities to explore, understand and apply the concepts and skills necessary to become independent problem solvers. The optimal learning environment is physically and emotionally safe; the teacher is compassionate, supportive and trusted; the curriculum is based in reality and presented in one-on-one or small group settings; the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on individual needs of the students.

Students will have the opportunity to explore and experience numerous career pathways in technology. Example career pathways include, but are not limited to: information systems specialist; database administrator; software engineer applications; information technology manager, computer graphic artist, web designer, network engineer, programmer, software technician, and software applications support.

The “COLLEGE BOUND!” theme will be prominent throughout the Charter School. Students and staff will be encouraged to wear college logo shirts on Fridays. A COLLEGE BOUND! cheer will be shouted out by the students, parents and staff at the weekly Friday morning assembly. Communications, signage and website will display the motto. Teachers will use the theme as a basis for writing assignments and research.

The teachers collaborate in grade-level groups to develop an integrated curriculum aligned with the State Standards, and CTE Standards in the Information Technology Industry Sector. Using a variety of authentic assessment methods and standardized tests, students are evaluated to determine levels of competency and to measure progress.

## 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.

EPIC Academy will be partnering with Give Every Child A Chance to provide an Extended School Day and Intersession Programs. GECAC is a local agency that provides educational leadership, resources, and customized services to assist school districts through after school programs. GECAC promotes student achievement and accountability and strives to create an environment in which every student, regardless of circumstances, has an opportunity for a quality education. Activities may include arts, crafts, games, science, technology, engineering, math, STEM projects, health education, field trips, guest speakers, drama productions, and music.

GECAC staff that supports our school site attends school wide events like our Meet The Teacher Night so they can connect with families, answer questions, and get students signed up. GECAC managers meet with school site administration regularly to troubleshoot any issues and plan a date for managers to attend a professional development regularly to give a program update to all the school site staff.

In addition to GECAC we will seek out opportunities to collaborate with other organizations. We plan to send staff to conferences like the Spring BOOST conference that allows after school programs and school districts to make connections.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In order to complete a quality self-assessment, Give Every Child A Chance and River Islands Academies will collect information and data, such as school attendance; program attendance; academic improvement; and feedback from students, parents, and teachers from interviews, surveys, and focus groups. The Program Director of GECAC will work with school administrators to collect this data and reflect on how the program can improve.

As previously stated, GECAC surveys students and families halfway through the school year to monitor the Extended School Day and at the end of the 15 day Summer Intersession Program. The Administrative Team will meet after the first summer implementation of Summer Bridge to discuss successes and opportunities for improvement for the following year. On-going evaluation will be a priority of the program to continue to look for opportunities to grow and improve the offerings for students.

As we continue to edit our plan, we will focus on a different Continuous Quality Improvement Standard to improve upon and monitor. Our current focus will be Point-Of Service Quality Standard 1- Safe and Supportive environment as well as the Programmatic Quality Standard 7- Quality Staff. School administration is working to have a safe space to host all our students that accommodates their physical needs. Administration is also working with GECAC to help staff our program with leaders who support the developmental and social emotional needs of our students. As well as the staff, we ensure the content and activities we present to students is developmentally appropriate for our students.

## 11—Program Management

Describe the plan for program management.

The Executive Director and the Site Principal will maintain oversight of the ELO-P programs. EPIC Academy will be analyzing data and meeting with partner leaders to coordinate and monitor progress. The Charter Management Organization Administration will support the site with managing the program through dialogue with site Administrators and partner leaders. Students who are eligible to receive services funded by ELOP will be made aware of all Programs in advance and will be able to enroll their child free of charge prior to open enrollment. If they miss the initial enrollment window, they will be given priority on the wait list. We will communicate with Give Every Child A Chance to ensure that students who qualify to receive these services free of charge will not be charged. We will also communicate the list of ELOP students with any additional contracted services or clubs provided by school staff.

In order to accommodate all of our students who qualify for ELO-P programs, we will need to make adjustments to our current spaces so they can provide an adequate and safe environment. For example, we would create more outdoor eating/ activity spaces or add storage space to a gym so it can be utilized by GECAC.

To remove any barriers for our students to be able to participate in a program is taking place off campus, we may charter buses and/or utilize school vehicles.



## 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.

We are not receiving ASES or 21st CCLC Funding.

### 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?

EPIC Academy is hosting multiple Job Fairs and advertising on multiple platforms to recruit new staff members to support the additional of transitional kindergarten and kindergarten classrooms needed. We will continue to recruit and hire through out the school year as staff vacancies occur and as student population increases. We are encouraging current staff members to participate in summer learning and fall and spring intersessions. Staff members will have access and training on core supplemental curriculum for transitional kindergarten and kindergarten. Professional learning will be specific to the younger age group and will be provided during professional development days throughout the year.

### 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.

Throughout the school year (180 days) extended learning opportunities will be provided after school through our partnership with Give Every Child a Chance. This will extended students' day to nine hours. During the summer, a Summer Bridge Program will be provided by our River Islands Academies teachers and administration for students in grades TK- 6th from 9:00AM-12:00PM. Students will transition to the Summer Intersession Program provided by Give Every Child a Chance for lunch, extended learning and enrichment activities from 12:00PM - 6:00PM.

During fall, winter, and spring breaks, our partner, GECAC, will provide a 5 day enrichment camp for students in grades TK-6th grade.

Extended Day (180 days)

Summer Bridge/Summer Intersession (15 days)

Fall, Winter, and Spring Intersession and/or Saturday Adventures (15 days)



**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.