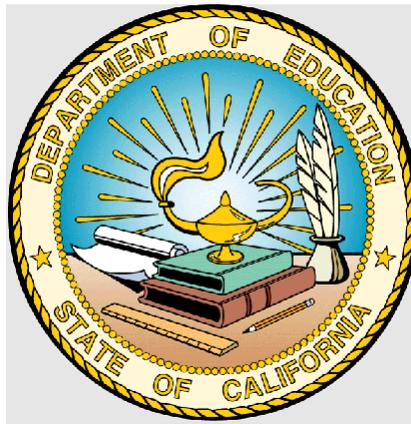


# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded  
Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**NEW Academy Charter Schools  
Before/After School Non-Regular Day Programs.  
NEW Academy Canoga Park  
NEW Academy Science and Arts**



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

**Local Educational Agency (LEA) Name:** NEW Academy Charter Schools

**Contact Name:** Eddie Castro

**Contact Email:** castro@newnasa.org  
Cell: 213-291-5042 or School: 213-453-2203

**Contact Phone:** \_\_\_\_\_

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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. NEW Academy Canoga Park  
\_\_\_\_\_
2. NEW Academy Science and Arts  
\_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## 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

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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>.

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## 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.**

NEW Academy Charter Schools are committed to providing students with a safe, violence-free and a social-emotionally supportive learning environment. In order to accomplish this goal, the staff and chosen partners share a sense of responsibility and accountability to the students and families they serve. They strive to be quality role models who present students with developmentally appropriate, culturally relevant and sensitive learning activities. They provide a supportive environment that reflects the surrounding community, families, and students.

The staff treats students and families with respect and strive to incorporate positive and appropriate behaviors when leading activities with students. Building relationships between staff and students during the instructional day is supported so that the specific needs of students are not only known but appropriately supported.

Students will receive enrichment and learning experiences which will take place both on school site, in the surrounding community and in the broader Los Angeles area. The NEW Academy Schools will work closely with NEW Economics for Women Learning Center, Learning Center Staff, teacher assistants and teachers. The delivery of activities will be provided by role models who have the following characteristics:

- Have excellent communication skills.
- Are well trained in building a sense of community and belonging
- Mirror the backgrounds and experiences of the student population of the schools
- Are bilingual or understand the need for using bilingual assistants who know the primary language of parents and students.
- Have firsthand knowledge of the community surrounding the schools including local resources and services which are important to the local families.
- Have demonstrated and documented experience working with linguistically and culturally diverse youth in underserved communities.

Program directors work closely with school leaders and staff to create school-aligned health and safety procedures for the expanded learning program. The following policies and procedures will be followed to ensure the safe, supportive, academically enriching and emotionally nurturing environment:

- All staff and service partners will be required to go through background checks.
- Weekly meetings will be held with all staff and vendors to ensure continued safety and consistency in procedures.
- All school sites will be fully secured during the operating hours, establish entry and exit

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- access points will be clearly labeled and students.
- All staff will hold participants to high expectations for behavior and achievement by:
    - Actively acknowledging positive behavior and participant accomplishments.
    - Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.Staff will communicate with parents about both positive and negative behaviors.
  - Staff participate in on-going health and safety procedures, training, and practice drills with participants.
  - Students will be monitored during breaks, snack time, restroom breaks, etc.
  - Students and staff will be trained on safety protocols prior to the beginning of the programs.
    - Program leads will clearly communicate health, safety, and behavior procedures with staff, participants, and families.
    - The program will ensure that staff are trained in safety and first aid.
  - The Location of students and staff will be monitored and known throughout the duration of the program through several measures:
    - All students will be required to sign in and sign out. These sign-in and sign -out sheets will be maintained by a staff attendance monitor. These attendance records will be reviewed as part of the program assessment.
    - Teachers and Staff are required to sign-in and out upon arrival and departure from the program.
    - All Teachers and Staff will be required to wear a program shirt, labeled vest or a name badge for easy identification by the children.
  - The following Safety equipment will be readily available:
    - Walkie Talkies at each location (two-way radios)
    - Fire extinguishers
    - Back packs with emergency supplies such as medical supplies, water, snacks, portable toilet facilities

In the event of an emergency:

- A certified nurse will be on locations.
- Parents will be immediately notified.
- Emergency cards will be secured from parents and guardians and kept in a central and accessible location.
- All staff will be required to document both minor or major incidents or injuries.

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## 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.**

NEW Academy Charter Schools are community schools that believe in the engagement of students, family and the community for the success of students. The school and program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests. ELOP funds will provide opportunities to enhance the activities that are already in place at the schools and provides a variety of activities that are hands-on, project-based, and result in culminating products that can be shared with families and other stakeholders. To enhance excellent academic and social experiences the program activities are designed and informed by the following standards:

- [Quality Standards for Expanded Learning in California](#)
- [Common Core Standards](#)
- [California K-12 Computer Science Standards](#)
- [ISTE Standards for Students](#)
- [Next Generation Science Standards and Framework](#)
- [California Arts Standards for Schools](#)
- [California STEM Standards and Curriculum](#)
- [California LCFF/LCAP State Priorities](#)
- [California English Language Development Standards](#)

NEW Academy Charter Schools have a high percentage of English Learners and Indigenous populations from Mexico and Central America. This necessitates that all students have access to the activities being offered by using bilingual teachers, interpreters and multilingual materials. Our schools believe that even though these are activities being offered outside of the regular school day, these must be high leverage experiences which complement the standards-based curriculum. All activities must also support students in the development of healthy socio-emotional and physical development. We ensure that students receive learning through multiple senses, through flexible grouping strategies where they practice skills such as teambuilding, collaboration, and use of effective communication. They will have opportunities for developing the four language domains (speaking, listening, reading and writing) which is particularly important for English Learners. We provide opportunities for the participants to develop critical thinking and 21<sup>st</sup> century skills.

Here are some examples of the enrichment and academic opportunities that will meet these goals:

- Zooga Yoga (Before School)
  - Innovation Technology Student Academy: (Ongoing throughout non regular school hours & intersessions)
  - Focus will be on STEAM and Project Based Learning
- Code Fu: Coding and Robotics (Summer Session)
  - Dino Robotics
  - SEAL Robotics
- Funky Divas and Dudes Dance Classes (Ongoing throughout non regular school hours & intersessions)
  - Includes Cheer, Ballet, Hip Hop

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- Field Trips: To include but not limited to (Ongoing throughout non regular school hours & intersessions)
  - Los Angeles Zoo
  - Local Universities
  - SoFi Education Tour
  - Fowler Museum UCLA and
  - Kidspace Pasadena
  - Museum of Natural History
  - Grammy Museum of the Academy of Motion Pictures
  - Long Beach Aquarium of the Pacific
- Athletics (Ongoing throughout non regular school hours & intersessions)
  - Soccer
  - Running
- Cooking/Rainbow Chefs
- Creative Creators
  - Film production and script writing,

### 3. SKILL BUILDING

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

The program creates opportunities for students to build reading, writing, math, science, technology, and art skills through a STEAM program. This program will provide additional support through tutoring (Please see list of activities provided previously). As community schools, New Academies provide parallel opportunities to not only build their skills in a safe and structured environment but will also help parents who are working and who want their children to receive academic and socio-emotional support rather than just childcare. Without the carefully planned activities aligned to their developmental and grade levels, the students will not have the opportunity to thrive in an environment that encourages exploration, language building, creative expression, and civic responsibility. The curriculum will allow students to uncover their potential, their interests, and their contributions to their own community, city, and state.

Staff develop learning goals for each activity and communicate these goals to the participants. Students will participate in an integrated curriculum through project-based learning (PBL) experiences, where they will conduct research and engage in authentic experiments working in a collaborative environment. As students investigate, they will read and write reports of their findings and build prototypes employing art techniques. These experiences are beyond the classroom and will allow students to explore the world from a different dimension, enriching their knowledge base. Students will be given opportunities to build on new skills and practice the skills they are learning. They will learn to make connections between their learning and real-world applications. This will include opportunities for them to reflect on their experiences and growth. Students will participate in engaging and educational activities packed with content that prepares them to succeed in the 21st century. The activities will be age and grade-level appropriate and will be inclusive of students' cultures, languages, and diversity. Additionally, students will receive tutoring in areas of need. Tutoring will be done in small groups to facilitate collaboration and active participation.

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## 4. YOUTH VOICE AND LEADERSHIP

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

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles. The program provides participants with opportunities and space to share their viewpoints, concerns, or interests to impact program practices or policies. This includes opportunities that are led by the students. This will take place in collaboration with the school site administration and teachers. We strongly believe that one of the most powerful ways to impact achievement is to actively engage students and allow them to contribute to their own learning and growth process. Elevating student voices in all aspects of learning and development provides them with lifelong skills. It gives them opportunities to voice their opinions, offer creative ideas, allows them to give feedback on activities and to engage in collaborative efforts which build character. Allowing them their voice creates a sense of belonging, builds their self-esteem, promotes positive relationships, and empowers them to understand their impact on others. It also teaches them how to be a part of communal efforts. All of this creates a space where students not only learn about themselves and others but where we as educators can learn from them. The most important aspect of this type of engagement is that they learn that they have a voice and that their contributions are valued as emergent leaders.

We will be intentional with scheduling time and opportunities for our youth to engage in activities that foster leadership and participation in program decision making and evaluation. Using surveys, focus groups, and discussions after each activity, we will obtain feedback from our youth and instructional staff to help in monitoring and planning future initiatives or in the discontinuation of curricular offerings. We will incorporate these discussions into our standing parent advisory groups, via mailing, parent square and our school blogs.

Because we know that student input is critical to meaningful program design, a student advisory group will be created and will hold monthly meetings. This group, along with administrators and staff will discuss upcoming activities and events, collect peer feedback, and share ideas for program improvement. They will also participate in continued leadership development training.

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## 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 programing.**

The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community. The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation. Staff participate in training and decisions which promote healthy lifestyles by participating in professional development. They learn about how to incorporate nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, curriculum related to meals/snacks, policies, incentives, etc.). Staff training also provides them with an understanding of how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle. They also learn how to share this information with both students and families. Aside from staff training, NEW Academies participate in collaboration with The Food Bank and School Nutrition Plus (SNP), at no cost to program participants, nutritious meals and opportunities. These are provided to students to engage in healthy eating choices and behavior by aligning the school wellness initiative to this plan. This will include:

- Nutrition education to students and parents
- Healthy eating habits
- Moderate to vigorous physical activity
- Social and Emotional Learning training and support

All meals provided meet the Federal Free and Reduced Lunch guidelines for nutrition and portions. The program focuses on serving fruits and vegetables as the primary snack in addition to whole meals. Healthy snacks make positive contributions to the diet and health of youth and provide them with stamina to participate in before and after school activities and fosters good school attendance and academic success.

Extra-curricular activities will include a physical fitness component to promote healthy physical exercise for students in grades TK-5. Physical fitness components will include a nutrition emphasis during daily discussions, lessons, and during snack time.

In efforts to support the mental health of students, on-site and community mental health resources will be available daily to ensure the well-being of students. Practices that promote healthy choices and behaviors, include, but are not limited to:

- Partnerships with mental health providers such as school behavioral assistants and school site counselors/counseling agencies such as “Luminarias” which is a community based organization.
- Presentations conducted by the school nurse.
- Presentations by community partners on resources available to them and to their families

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## 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.**

Cultural and linguistic diversity is inherent in the mission/vision statement and in programs for N.E.W. Academy of Science and Art and NEW Academy Canoga Park. The mission statements for both schools include the tenets of building and serving diverse communities, educating the whole child, creating lifelong learners, and global citizens.

The program provides opportunities for the staff, students and staff to experience diversity, equity and inclusion as follows:

- The school and program actively recruits and hires staff that reflects the community of the students served.
- The school and program states its explicit commitment to equity, diversity and inclusion on its website, outreach materials and/or policies, and curriculum.
- The school and program creates a welcoming environment by representing the diversity of the participants through program and events, materials and publicity.
- The program implements a plan that outreaches to all students in the community.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and native language expression.

We have a Dual Language and Cultural program that includes a variety of ways for students to celebrate their cultural and linguistic richness and affirm their unique backgrounds. We believe that having a second language and being bilingual and biliterate is an asset. We see this from the perspective of strength-based thinking as opposed to deficit-based thinking. Students are offered instruction in English and Spanish and they learn the about both cultures inherent in these languages. The ELOP program will continue in this tradition. All students are given access school cultural activities such as the “Yo Soy Bilingue Festival (I am Bilingual Festival) where community leaders, Indigenous community organizations and the broader Los Angeles population attends. Our ELOP funds will allow us to develop a “Celebrate Science Fair” (Celebra La Ciencia) which will gather all the major museums and community based organizations in a community park to conduct live presentations and science attractions for students, parents and community members.

Additionally, students will have opportunities to experience and be exposed to diversity through the experiences brought by field trips and visits to a variety of venues including museums, science centers, college campuses in the city and county of Los Angeles.

Access and equity will be supported for English learners and all other students by providing best practices in supporting language development including staff trained in the use of second language acquisition strategies.

ELOP information will be translated and communicated to the families of English Learners and bilingual staff will be available to communicate with parents on program questions and student

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progress.

Staff will be trained in working with students with special needs. Besides helping staff with strategies, they can utilize with students with disabilities (SWD) they will be provided with accommodations students may need to access the curriculum. All IEPs will be adhered to during the out of school hour programmatic offerings.

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## 7. QUALITY STAFF

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

We ensure that all staff (employees/ contractors/ vendors) who directly supervise and teach students meet the minimum requirements of their position by confirming all credentials, permits, and educational requirements prior to onboarding. To further confirm, school administrators are involved in the interviewing and or selection process for all incoming staff and will confirm eligibility. Our recruitment process is a comprehensive outreach approach composed of databases, local colleges, and universities through flyers, electronic communication, school sites, and word of mouth. We will work to ensure the selection of highly qualified staff to facilitate our program(s) and deliver instruction. This is based on defined qualifications as well as a strong desire and commitment to working with elementary students. Additionally, the following procedures will be in place:

- Administration will oversee the management of ELOP at our schools. All staff and volunteers will be required to fulfill current TB, health screening, livescan background screening according to school policy.
- Program Administration will conduct regular site visits and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with site leadership to ensure goals are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards.
- Program Administration will design and guide staff development in collaboration with school site leadership.
- We will manage and support the school sites with the implementation of the program(s) and staff development.
- This staff development and training will be provided to all staff throughout the year to help them grow in their skills and abilities as they relate to working with children.
- A number of our staff are instructional aides at sites during the regular instructional day. They bring added quality to our program through their knowledge of students, student academic status and their familiarity with the parents. It is our goal that college age staff will major in areas of education and working with children. They will provide motivation, energy, and enthusiasm to our program and hopefully become a long-term part of our staff.
- Observations by school site administrators will take place at least once during an intersession or before and after school sessions. Coaching and mentoring will be provided

Each school site program provides their own site-specific professional development that aligns with the school needs. The Program Director forwards all appropriate professional development opportunities on to the School Leaders.

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## 8. CLEAR VISION, MISSION, AND PURPOSE

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

The mission of N.E.W. Academy Canoga Park is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

Our Core Values state:

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

Our mission and vision are aligned with the vision, mission, and purpose of our ELO-P programs. Our before and after school services complement our regular in-school activities to enhance their overall learning experiences. The program has been planned with the school policies and procedure in mind. Most critical is the alignment with the budget and ELOP fiscal compliance. Our program cannot operate without clear communication tools and strategies among staff and with the students and families. The program staff communicates its goals, describes activities to be conducted, the student learning outcomes and conforms and accommodates to parent needs.

Our goal is to assist in the development and implementation of enhanced learning opportunities for children and youth to help improve their academic performance, social development and health awareness.

The mission of NEW Academy Charter Schools is to build a community of lifelong learners who will become future leaders well-grounded in their own success and able to contribute to their communities and who honor equity, diversity and inclusion.

## 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.**

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

Partnerships with other organizations enable New Academy to extend the resources and connect students with meaningful relationships, wealth of cultural and academic enrichment programming. Partners include New Economics for Women, YMCA Ketchum Downtown, YMCA Mid-Valley, California Science Center, UnidosUS, Para Los Niños, Cayton Museum, California Natural Resources Council, Los Angeles Regional Food Bank, Girls Scouts Greater of Los Angeles, University of Southern California, Occidental College and California State University Los Angeles.

- **New Economics for Women(NEW)**- New Economics for Women has a long and effective history of providing whole family services.They are already well known by the community served by NEW Academy schools. The focus of NEW Economics for Women is the welfare and economic mobility of the family to improve their economic

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stability and mobility and social and educational status. Their operational roadmap is designed to break barriers and to prepare people to navigate their world with stability, strength and dignity while building generational resilience and prosperity through education and entrepreneurship. NEW's Learning Center is the conduit for reaching the educational goals of the organization. All activities are designed to meet the needs of the students while working with the families to achieve stability. NEW's Learning Center takes pride in implementing a diverse and intentional series of project-based learning enrichment and culturally responsive curriculum to encourage leadership, teamwork, problem-solving and 21st Century skills.

- **Cayton Museum:** Since 2020, NEW partnered with Cayton Museum to provide Social-Emotional Learning through art. CAYTON CREATORS is a “mobile museum” experience created by the Cayton Children’s Museum that brings the creative arts and values-based learning into communities during the pandemic, and beyond. Activities will include puppet show theater, story time, sing-alongs, music and movement, language immersion and more! As part of our efforts to reduce community exposure and protect the health and safety of families, each attendee will get their own “take-home” art supplies for one-time use. While the goal of the program is to provide community and connection for all families impacted by COVID-19
- **UnidosUS:** Since 2013, NEW partnered with UnidosUS to provide STEM curriculum/supplies, staff training and parenting workshops. Children Investigating Science with Parents and Afterschool (CHISPA) – Students learn about life science, nature of science, energy, processes that shape the Earth, nature of matter, environmental science, forces of motion, and Earth/space science; Padres Comprometidos (Committed Parents) workshops. Padres Comprometidos classes are the milestones we are creating with the whole family. We do not focus only on the child but the whole family. We are giving those tools and resources for success. With the support of our current Padres Comprometidos, parents are already making that commitment to their child and themselves. This helps promote family cohesion and involvement by giving parents and children the opportunity to bond over shared experiences. Also, this is a parent engagement program whose primary outcome is the fostering of a strong connection between school and parents.
- **Los Angeles Regional Food Bank:** Since 2006, NEW partnered with Los Angeles Regional Food Bank. This partnership helped NEW’s Learning Center program provide free summer lunch meals and after school supper. All students feel more energized and are full throughout the time they are in the program.
- **YMCA Ketchum Downtown and Mid Valley :** Since 2006, NEW and the YMCA collaborate together and take underserved youth to Big Bear for one-week of adventure. During this one-week adventure, there are several goals and desired outcomes for each camper; Grow in the 4 core values of caring, respect, honesty and responsibility, grow in the ability to make good, independent decisions, create lifelong friendships, gain/grow an appreciation for nature and the out-of-doors.
- **California Natural Resources Council:** NEW’s Explorers: Seasons of Learning and Leading will engage low-income, Latino students in experiential learning, recreational activities and youth development programming in natural settings throughout the year (Summer, Fall, Winter, Spring). Based on the learning and interests gained through these

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experiences, students will also define, plan and implement a community service-learning project, evaluate their findings, and gain the recognition of their peers and elders in the process. The experiential learning sessions will allow them to deepen learning in key core subject areas and apply knowledge in practical and meaningful ways and express their appreciation for natural beauty in verbal and written form. The proposed project represents a youth development focused effort to engage disadvantaged, low-income Latino immigrants' students in experiential learning in natural settings and environments—spaces not often accessible to kids living in urban settings—that allows students to deepen the learning experience through tangible experiences and applied learning. The camp sessions will be broken into seasons and settings— Summer/Oceanside, Fall/Mountains, Winter/Mammoth Mountain, Spring/State/National Parks/Forests—wherein students will be engaged in fun activities, experiential learning and knowledge application in STEM, Civics/Literacy, and Arts and Cultural programming.

## 10. CONTINUOUS QUALITY IMPROVEMENT

### **Describe the program's Continuous Quality Improvement plan.**

We believe that the quality of the out of school (before and after school) programs must be measured by reviewing and implementing activities that align with the ELOP Quality Standards outlined in this document. The program participants and partners have had the opportunity to research the ELOP websites, all related academic standards and quality indicators and the Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools. These have been shared with administrators, staff, teachers, our community partners and parents. We want to assure all our constituents and partners that we are guided by the principles and tenets of the Expanded Learning Program guidelines. All participants and partners have been informed that ELOP will engage in a mandatory continuous improvement plan and process. It has already begun with a school needs assessment which consists of identifying School and community needs through review and analysis of information and data sets from various sources, such as California Healthy Kids Survey, U.S. Census Bureau, California State testing Program and the California Dashboard, CALPADS, Foster Youth and Homeless Enrollment Data, Smarter Balanced Test Results, English Learner (Home Language Survey, Language Proficiency and reclassification Data). Special Education Data sources (SELPA Local Plan, to ensure a continuum of special education services).

At the school level we have developed local ongoing surveys such as surveys related to Title I, Dual Language Program Surveys, Parent participation and engagement surveys and Professional Development Survey for Teachers.

We are committed to using the tools provided by California After-School Network (CAN) and to follow the Continuous quality improvement cycle:

- **Assess Program Quality:** Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

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- Plan: Keep the plan organic and dynamic. Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.
- Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

We understand that we are accountable to the students, parents and community. This can only be manifested by safeguarding the program via assessment, nurturing partnerships, and building new partnerships for sustainability. We have reviewed the principals of sustainability and are committed to the following as outlined in the quality standards principles:

## **Programmatic Level:**

- The program plans for sustainability in its initial design and evolves its strategies over time.
- The program monitors trends and makes changes in order to adapt to emerging threats, opportunities, and conditions (continual assessment cycle)
- The program communicates its vision and role and celebrates its impact clearly and regularly across the community and to key stakeholders (best shown by engagement)
- The program has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific administrators, staff members and back office providers.
- The program secures new resources to maintain a diverse portfolio of resources.
- The program provides staff with an annual overview of the budget and sustainability plan.
- The program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals.

## **Staff Level**

- Staff quality is maintained (ongoing background checks, training, ongoing supervision and staff reviews)
- Staff plan strategically to use current funding efficiently and in compliance.
- Staff build broad-based community support by providing high-quality programming that is valued by children, families, school, and community.
- Staff cultivate active supporters and honor key champions (at all levels and in particular parents and community).

## **Participant Level:**

- Participants are eager and prepared to share their experiences and success with potential supporters and champions.
- Participants remain cognizant of their own commitment to the program and the needs of the students and communities they serve.

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## 11. PROGRAM MANAGEMENT

Describe the plan for program management.

NACP's plan is to develop and implement our ELOP program with fidelity and in alignment with the goals and objectives of our vision and mission. We will monitor the program to ensure that appropriate and effective levels of support are provided for all academic and enrichment activities throughout implementation. We will monitor all programmatic aspects to ensure that our students are provided with the highest level of services and academic excellence. We will monitor fiscal management to ensure compliance with all grant mandates and guidelines. We will maintain the following fiscal best practices:

1. Have a strong fiscal management system that will include:
  - The NEW Academy School Business Manager will be responsible for managing budgets and financial reports.
  - The budget will be well documented and delineated with line item expenses
  - There will be ongoing communication with the back-office provider (Edtec)
  - Well documented and monitored expenditures that align with the budget
  - Ensure that the appropriate insurance is in place to protect staff, administrators and all participants.
  - Maintenance of partnership agreements and contracts to include vendors.
  - Site coordinators will manage site-level budgets, have the flexibility to make site-level decisions in accordance with the school's fiscal policies, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed.
  
2. The program is designed to have a clear organizational structure, which allows staff to focus on the needs of participants, and includes:
  - Staff job descriptions
  - The percentage of direct service and administrative costs that is allocated for each position
  - Well established lines of supervision and reporting among staff positions
  - Information about and ample resources for participants and staff
  - Q &A sheets for families regarding ELOP
  - Create and distribute user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.
  - The program will be monitored by the school principals/and other certificated personnel.
  - The school site principals will supervise the Expanded Learning Site Coordinators.
  - The Expanded Learning Site Coordinators will be responsible for day-to-day, on-site program oversight and administration.
  - The Expanded Learning Site Coordinators will be responsible for supervising all expanded learning staff.
  - Staff-to student ratio will be 20:1 (Grades 1 - 5), and 10:1 (Kindergarten)
  - The Learning Center Director will be responsible for monitoring attendance data for

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- compliance.
- Monthly meetings with the principals, site coordinators, learning center director, and business manager, will be scheduled.

## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> 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 grats are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

The funding will be used to in conjunction with all our current funding After School Education and Safety grant (ASES) program. Together with the ELOP Grant we will provide one comprehensive program. This will serve to allow access for more students to participate in Expanded Learning programs and to run ELOP programs at each school site the same way our current ASES school sites are being facilitated. However, the ELOP funds will be used for learning opportunities outside normal school hours and to provide extended services to students who need further instructional and enrichment opportunities. The intent of the funding will be to extend instructional learning time, training for staff, tutoring programs, academic support, after school clubs, summer camps, intervention, physical education, leveraging community-based organizations to provide services and enrichment opportunities. The program operation coordinators and staff will ensure that strict attendance records are kept, that services and vendors are not duplicated and that expenditures are made specifically to provide out of school hour instruction and enrichment activities.

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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?

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.

Identify staff that have taken child development courses/worked with TK and K students. Teachers and Instructional Assistants that have been identified will be working with the students in TK and K during these learning opportunities.

Professional Development opportunities will be provided to staff in order to deliver instruction that is developmentally appropriate and enriching. Teachers will receive training at the beginning of the 2023-2024 school year and before every intersession, which accounts for four training opportunities per year.

How will the lower pupil-to-staff ratio be maintained?

- The teacher to student ratio will be maintained at a 2:20 ratio through all learning opportunities.

How will the curriculum and program be developmentally informed to address this younger age group?

- The curriculum is integrated. Instruction explicitly integrates the different content areas. Lessons help students learn instruction deliberately makes meaningful connections in a variety of ways by using songs, chants, rhymes to name a few.
- Students will learn through meaningful play, exploring, explicit and personalized instruction based on needs.
- Teachers will create a rich environment that integrates student's culture, abilities, and home language.

**SAMPLE PROGRAM SCHEDULE** Please submit a sample program schedule that describes

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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.

## SAMPLE SCHEDULE FOR A MINIMUM NINE-HOUR SUMMER OR INTERSESSION DAY:

### 6:30-7:30AM DAILY MORNING SUPERVISION (60 MINUTES)

#### Monday, Wednesday, Thursday, Friday

	Kinder	First	Second	Third	Fourth	Fifth
6:15am	Academic Support-Ask leading questions to help students learn and understand the material, provide encouragement, relate successful study strategies to the student, focus the session on the process of learning rather than on the correctness of the answer and reinforce what students learn during the regular school day.					
6:45am	STEAM Projects- Hands on/experiential learning					
7:15am	SEL Activity- engage student participants in creative activities that expand their learning opportunities and expose them to new and challenging ideas, experiences in a safe environment.					
7:45am	BREAKFAST- Healthy Options					
8:00am	Take to classrooms (drop off)					

#### Tuesday

Tuesday	Kinder	First	Second	Third	Fourth	Fifth
6:15am	Academic Support-Ask leading questions to help students learn and understand the material, provide encouragement, relate successful study strategies to the student, focus the session on the process of learning rather than on the correctness of the answer and reinforce what students learn during the regular school day.					
6:45am	Recreational Activity (ex. YOGA)					
7:30am	Mindfulness Check-in (ex. Journals)- Mental Check-In (How are you feeling today?) Important Notices					
7:45am	BREAKFAST- Healthy Options					
8:00am	Take to classrooms (drop off)					

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## MONDAY, WEDNESDAY, THURSDAY, FRIDAY

	Kinder	First	Second	Third	Fourth	Fifth
2:45	<b>Pick-up : Connect with teachers and walk students to program</b>					
3:00	<b>Supper : Provide a healthy meals/snacks</b>					
3:15						
3:30						
3:45	<b>Academic Support: Ask leading questions to help students learn and understand the material, provide encouragement, relate successful study strategies to the student, focus the session on the process of learning rather than on the correctness of the answer and reinforce what students learn during the regular school day.</b>					
4:00						
4:15						
4:30						
4:45	<b>Enrichment Program: Plan and implement curriculum, use certified resources such as CDE or LACOE, aware of and acknowledge cultural differences while treating student consistently and with respect, serve to engage student participants in creative activities that expand their learning opportunities and expose them to new and challenging ideas, experiences in a safe environment.</b>					
5:00						
5:15						
5:30						
5:45						
6:00	<b>Dismissal/Clean Up</b>					

## TUESDAY

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	Kinder	First	Second	Third	Fourth	Fifth
1:00	<b>Pick Up: Connect with teachers and walk students to program</b>					
1:15	<b>STEAM Activity- Design to engage student participants in STEAM activities that expand their learning opportunities and expose them to new and challenging ideas and experiences</b>					
1:30						
1:45						
2:00						
2:15						
2:30	<b>Financial Literacy- students will learn positive money habits which will empower them to seek and promote financial mobility within the community.</b>					
2:45						
3:00						
3:15						
3:30	<b>Supper : Provide a health meal/snacks</b>					
3:45	<b>Academic Support: Ask leading questions to help students learn and understand the material, provide encouragement, relate successful study strategies to the student, focus the session on the process of learning rather than on the correctness of the answer and reinforce what students learn during the regular school day.</b>					
4:00						
4:15						
4:30						
4:45						
5:00						
5:15						
5:30						
5:45						
6:00						

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<i>*Yoga offered at 7:00am- Days TBD on program schedule</i>		
<b>8:00am-8:20am</b>	<b>Breakfast</b>	
<b>8:20 – 8:30 a.m.</b>	<b>Morning Check-In</b>	Settle-In Mental Check-In (How are you feeling today?) Important Notices
<b>8:30 – 11:30 a.m.</b>	<b>Language Arts (TK-1) ELD (TK-5)</b>	Language Arts: Initial Sounds, Syllables, and Reading ELD: Vocabulary Dev. Listening, Reading, Speaking, Writing
<b>9:30 – 9:50 a.m. 9:55 – 10:15 a.m. 10:20 – 10:40 a.m.</b>	<b>Recess</b>	Outdoors 9:30 – 9:50 a.m. (K/1st) 9:55 – 10:15 a.m. (2nd/3rd) 10:20 – 10:40 a.m. (4th/5th)
<b>11:30 a.m. – 12:30 p.m.</b>	<b>Math</b>	Math Drills and Practice Math Review
<b>10:50 – 11:30 K/1st  11:35 – 12:15 2nd/3rd  12:20 – 1:00 4th/5th</b>	<b>Lunch and Recess</b>	10:50 – 11:10 K Lunch / 1st Recess 11:10 - 11:30 1st Lunch / 1st Recess  11:35 – 11:55 2nd Lunch / 3rd Recess 11:55 - 12:15 3rd Lunch / 2nd Recess  12:20 – 12:40 4th Lunch / 5th Recess 12:40 - 1:00 5th Lunch / 4th Recess
<b>1:00 – 2:00 p.m.</b>	<b>STEAM Activity: Coding, robotics, digital citizenship, film making, sports science, performance arts, etc.</b>	Hands on/experiential learning
<b>2:00pm-3:00pm</b>	<b>Social Emotional Learning /Art Projects</b>	Project Based Learning
<b>3:00pm-3:30pm</b>	<b>Supper</b>	Healthy Options
<b>3:35-4:35</b>	<b>Enrichment Clubs: Dance, cheer, soccer, basketball, ballet, culinary arts, mango math, Girl Scouts, entrepreneurship, financial literacy, etc.</b>	Student-led activities
<b>4:35-4:50pm</b>	<b>Group game/free time</b>	Team Building skills or student choice
<b>4:50-5:00pm</b>	<b>Dismissal and clean up</b>	Connect with parents

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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.

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## ***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.

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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.