

# **Expanded Learning Opportunities Program Plan Guide**

## **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

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**Dependent Charter School of Natomas Unified School District**  
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# Expanded Learning Opportunities Program Plan Guide

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

**Name of Local Educational Agency and Expanded Learning Opportunities**

**Program Site(s)**

**Local Educational Agency (LEA) Name:** Leroy Greene 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. Leroy Greene Academy (6-12)

### 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])

# Expanded Learning Opportunities Program Plan Guide

## 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 community's needs and updates in the law and to provide continuous improvement in developing 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 collaborate with partners and staff to develop and review the program plan. The LEA is responsible for the plan and overseeing 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 reflect and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description responding 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 to provide ongoing improvements to the program. The Quality Standards are 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 school site or off campus. If not on-site, describe where in the community it will be and how students will be supported to get there.**

NUSD's vision states, "NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success." Inherent in NUSD's vision is the expectation that students participating in any school programs are physically, socially, and emotionally safe. Therefore, the district ensures campus facilities are maintained to good working standards, and campuses are cleaned and secured. Beyond a secure and clean campus, the district engages employees to complete mandated training, trauma-informed practices, suicide risk prevention, Title IX training, diversity, equity, inclusiveness trainings, and culturally responsive training. Equally important, NUSD requires every school site to prepare a comprehensive school safety plan ensuring safety procedures are in

# Expanded Learning Opportunities Program Plan Guide

place to keep students safe. NUSD also invests in student wellness through comprehensive supports through social workers and psychologists at sites, an embedded health educator with WEAVE, as well as an urgent care medical clinic and mobile health van that provides basic medical services to our students and staff including **Leroy Greene Academy**.

Afterschool providers in NUSD serve as an extension of NUSD programs and set agreements with school sites for space to teach and learn. Social and emotional safety extends from the regular school day into afterschool programs. As such, afterschool programs continue to keep students safe by prescribing policy procedures and program practices to ensure clear expectations are in place for how students are accounted for, supervised, and disciplined. Maintaining a socially and emotionally safe learning environment extends beyond the school campus and includes transportation safety, whether private, by an organization, between programs, and on field trips. Afterschool providers ensure mandated training is completed for their employees and staff are trained on expected safety standards. They are responsible for creating a socially and emotionally positive and supportive environment. In addition, afterschool providers include a background check and TB clearance for each staff they onboard to their organization. Any non-ratio staff who represent enrichment providers, and provide instruction, submit proof of background and TB clearance. Enrichment vendors are vetted through our Request for Qualifications process. Afterschool providers continue to maintain emergency contact information through enrollment information. Community-based organizations collaborate with NUSD on Comprehensive Safe Schools Plan safety protocols and keep updated emergency information on each enrolled student, including health conditions, allergies, and unique health plans for sensitive student types.

Front-line staff who work with students receive training in policies and procedures and have familiarity with check-in/check-out, attendance policy, daily attendance for student accounting, monitoring during transitions, campus safety procedures, supervision during recesses and meals, and participation in Comprehensive Safe Schools Plan required drills and drill procedures. Staff also strive to provide mentorship to students and work to build positive relationships with students. In addition, staff continues to explore opportunities for professional development in social-emotional learning strategies (SEL), positive behavior intervention systems (PBIS), trauma informed practices (TIP), restorative justice practices (RJ), especially in the area of repairing harm between peers and or staff experiencing conflict. Staff will be provided access to promote positive relationships and build community with both students and parents through the use of restorative practices. Likewise, staff will receive strategies to hold restorative conversations with students to prevent or address conflict. While working with students, staff provide student-specific assistance for students needing prescribed behavior management support and referral-based support to outside agencies to ensure all students are supported. Equally important, staff co-create with student norms and agreements that reflect inclusive thinking that values and validates the diverse cultures and perspectives of a multilingual and multicultural community. Front-line staff also creates trust by maintaining ongoing and consistent communication with in-program families to keep families informed of program activities and events, informed of behaviors and supports, and the program's incident reporting system. Constituent and Customer Services department will also support students and families of **Leroy Greene Academy**.

# Expanded Learning Opportunities Program Plan Guide

Student participants in the afterschool program are enrolled in a 20:1 ratio for our sixth-grade program. They have access to a safe and clean learning environment and adequate learning space and supplies. For their safety, students are also made aware of program safety policies and procedures. They engage in positive peer-collaborative opportunities, participate in enrichment opportunities on campus in secured facilities, know check-in and check-out procedures, and receive guidance from staff to maintain positive behaviors to access program instruction. Students have options during the program to develop social and emotional awareness and have the opportunity to provide input through collaborative means to co-create norms and agreements prescribed in the program that they believe support their social and emotional safety. Their families know program policy, procedures, and practices and receive messaging in multiple languages.

## 2—Active and Engaged Learning

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

One of NUSD's core values is that "We value our families as partners in the education of our students." In developing the expanded learning plan, NUSD/Leroy Greene Academy engages stakeholders for feedback on social awareness skills, time preference, enrichment preference, and options for flexible uses of afterschool programs to inform program design at our ELO-P program. Additionally, school data for unduplicated counts are used to ensure that students with the greatest needs who fall under the ELO-P funding education code are offered access before the program is expanded to non-unduplicated students. To ensure linkage to the school day, the afterschool staff communicates with the school day staff to inform practices in the afterschool program to align intervention and strategies to support students. Linkage to the school day includes working with the school day staff to consider program accommodations for students with a 504 plan or an individualized education plan. Familiar centralized supports for academic learning, such as technology-based learning platforms Amira, IXL, or Varsity tutoring, are also available. To expand on engaging students, NUSD partners with enrichment providers to offer learning experiences based on parent and student choice in Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Program managers are experienced in organizing multi-programs, creating effective program alignment, and allocating resources to create a robust afterschool learning program. Managers set high expectations and model the behaviors they want staff to emulate. Community-based partners provide opportunities for assistance with homework and tutoring as needed accommodations for students with learning needs, and enrichment providers offer learning experiences addressing the diverse learning modalities of NUSD/Leroy Greene Academy scholars. As part of a robust program, Science, Technology, Engineering, Arts, and Mathematics (STEAM) hands-on and project-based time learning opportunities are part of every program. In collaboration with enrichment partners, program managers co-create a master schedule for students to access enrichment provider programs. Teacher-led targeted interventions to support learning needs in literacy and math.

# Expanded Learning Opportunities Program Plan Guide

Staff leading instruction in afterschool programs provides explicit procedures and structures for effective student engagement: pre-planned learning objectives and well-designed lesson plans with needed materials. They also set expectations and model behaviors they want students to demonstrate. As front-line staff, they consistently strive to understand their students' interests and talents. Program staff ensures monitoring during activities to encourage active participation, engage students in centralized learning platforms, and make necessary shifts in instruction to address learning needs. To improve engagement, staff strive to involve students in choosing learning topics relevant to their interests. Provide students with choices for enrichment opportunities and program activities. Within programs, there are ample opportunities for students to engage in collaborative learning and be actively engaged in meaningful learning. Activities included project-based, inquiry-based, and hands-on learning to cultivate 21st-century skills. They provide feedback on student participation, progress, and behaviors as they engage their students. The support provided by staff to the student acknowledges students, respects them, and allows them to self-reflect without feeling threatened.

Students who participate in the after school program have opportunities for collaborative learning with project-based learning where they can utilize 21st-century skills such as digital presentation, effective organization skills, collaboration and teamwork, critical thinking and solving complex problems, and effective communication skills. The activities provided through afterschool programs target their needs, provide them mentoring to support social and emotional progress, and participate in enrichment programs through specialty vendors to expand on learning experiences. In addition, students receive ongoing feedback on their progress and opportunities to reflect on their goals.

## 3—Skill Building

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

Another Core Value of NUSD is “We value learning and achievement for each of our students.” To that end, we continue to seek opportunities to expand on learning experiences for children to develop their skills to be competitive in today's global market. Afterschool programs serve to offer skill development opportunities for NUSD/Leroy Greene Academy students. Of foremost importance are academic skills. NUSD not only values learning, but we also value achievement. This includes options to fill in learning gaps in literacy, social and emotional, mathematics and arts, and athletic skills. Developing these skills also targets their feelings of self-assurance, talents, and scholarly independence. In addition, the diversity of enrichment providers offers content learning that fosters skill development, such as coding, cooking, writing, drawing, crafting, and movement. In effect, the collective experiences create opportunities for students to develop comprehensive skills.

Afterschool programs teach STEAM, offer opportunities to engage in sports and project-based activities that enhance a range of skill sets, and incorporate assemblies and master schedules to allow afterschool program students to access specialty vendors to target vendor focus objectives, develop athletics skills, and perform arts skills. In addition, vendors utilize developmental programs to support student skill development.

# Expanded Learning Opportunities Program Plan Guide

The staff sets intentional opportunities for students to showcase their talents, work, and finished products. They support students to take the initiative to complete their work, develop systematic approaches to organization, scaffold projects, recognize the emotional effects during challenging projects, and recognize the importance of stepping back and offering self-reflection and reevaluation. CBO staff facilitates skill development for each student through encouragement, feedback, and intentional support.

Students who participate have multiple opportunities to develop 21st Century skills and SEL awareness through collaborative learning, project-based learning, and skill building towards a culminating event. Students not only develop academic and social skills but can participate as a member of an athletic team, drama production, or project presentation. In engaging with diverse learning options, they can recognize important work ethics and apply principles of leadership, active listening, time management, project management, and communication skills, including choice and responsibility.

## **4—Youth Voice and Leadership**

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

Student leadership opportunities are available across NUSD schools and Leroy Greene Academy. Students are provided opportunities to serve as student representatives in their schools through the student council. Learn organization skills, self-regulation, and daily schedule management through AVID. NUSD/Leroy Greene Academy students can participate in community circles to discuss and offer voices and opinions on current classroom and school issues. Opportunities are provided to students to offer solutions to improve their learning environments.

Programs promote student voice and leadership through engagement in program activities. Seek opportunities to engage students in decisions related to programming, take the initiative to work towards self-improvement through a selection of available programs, and encourage students to be active participants in their environment. Conduct developmentally appropriate surveys to solicit student feedback to support program revisions focused on improving services to the needs of students.

The staff engages students in team games, class activities, and support spirit weeks that foster youth voice and leadership. The staff engages the student in learning communication methods to express a position appropriately. They invite student voices and leadership to co-create classroom environments to support learning and behaviors. Additionally, staff provides students with regular updates on program events and activities to help students plan their own choices as an exercise of leadership, self-advocacy, and self-reliance.

Students have a strong sense of ownership and belonging in the afterschool program. They have shared leadership in activities provided on campus with guidance from the staff. Students can also work independently, in groups, and lead in large group activities. Service projects are also

# Expanded Learning Opportunities Program Plan Guide

provided through the afterschool program to allow youths to lead in activities to impact their community.

## 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.**

NUSD/Leroy Greene Academy provides breakfast and lunch according to the California Education Code and the California meal nutritional guidelines. In addition, CBOs, as the afterschool program provider, have staff provide supper meals at check-in to ensure all students receive a meal before the program begins. Meals are provided during afterschool programming and intersessions, including winter, spring break, and summer intersessions. As part of our meal requirements, students are encouraged to portion their meals to be a balance of salad, fruits, dairy, and a nutritious protein product. Each student in afterschool programs is offered daily meals.

Program providers operationalize service to students to ensure healthy meals are provided daily. Meals are monitored by recording daily meals served to afterschool program students. Beverages, including a hydration station with clean drinking water and meal options, are provided to students with dietary restrictions. Staff encourages students to make choices to promote health and behaviors. The nutrition program is one component of the overall health and nutrition program. The second component includes physical activities ranging in appropriate levels for students of various ages to participate in organized and structured physical activities to promote physical movement and healthy habits and practices. Program providers also work directly with enrichment vendors specializing in athletics to add experience and learning in physical education, health, and nutrition.

Site staff is trained to ensure food safety and handling. Serving students ensures that each student is offered an opportunity for breakfast, lunch, or supper. They support health and nutrition by providing space and time for food consumption and supervising students during dining. Staff are also responsible for keeping an accurate record of meals served—incorporate physical activities into the daily schedule to offer movement opportunities and encourage students to make healthy choices. All program activities appeal to youths and are grounded by rules and observed for safety, but they also offer youths the equal opportunity to participate.

Students in the afterschool program are offered opportunities for nutrition and physical activities. Participate in the school district's breakfast, lunch, and supper meal options. They are encouraged to consume healthy foods and engage in age-appropriate physical activities. Students are also encouraged to participate in sports and physical activities provided through enrichment providers to promote health and fitness. Students are encouraged to practice daily habits for healthy living and participate in cooking and nutrition lessons provided through enrichment vendors. In addition, students may participate in fitness, dance, athletics, basketball, soccer, and flag football. In these program activities, students can learn to treat others with respect, learn from their mistakes, and build good sportsmanship characteristics.



# Expanded Learning Opportunities Program Plan Guide

## 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.**

NUSD/Leroy Greene Academy values our diversity and believes it is our community's strength. Therefore, our schools utilize multiple methods to inform our community. For example, ELO-P program information is provided in different languages, sent to families via school electronic messengers, in fliers, translated into diverse languages, and posted online to ensure all students can access programs. However, the foundation of ELO-P is to prioritize students with the highest needs by offering them access to expanded learning opportunities they may not have otherwise had access.

Programs serving under ELO-P funding have a history of serving diverse communities. The staff shares similar racial, ethnic, linguistic, and gender characteristics as students and their communities. They are sensitive to the needs of students. Programs align human resources with the needs of students - including placing students with staff for the best relationships. Service programs provide orientation opportunities to inform parents of program practices, policies, and procedures. Inform parents promptly to allow parents time to apply to have their children participate in programs. Service programs commit to communication with families—support access to programs. They provide accommodations where appropriate to support student access—and inclusion. Actions and services reflect an awareness of cultures, diversity, and inclusivity, including economic and social inclusivity. Parents can have their voices and opinions heard and feedback incorporated into program planning.

The staff creates inclusive environments demonstrating an acceptance of diversity and appreciation of celebrating world cultures. In addition, the staff promotes and fosters the richness of cultures through multicultural in-class activities and projects, giving classroom space and opportunity to incorporate culturally-related dates and events unique to students, supporting and validating each student's heritage through art, dance, multi-media, and academic projects.

Student participants can participate in an enrichment program related to their interests. Each student is offered equal access. Students are made to feel comfortable with how we celebrate diversity and cultures. The environment ameliorates student backgrounds and cultures and acknowledges their uniqueness. Opportunities are available for students to explore their learning interests, deepen their sense of belonging to the school, and create authentic connections with their teachers and support staff.

## 7—Quality Staff

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

# Expanded Learning Opportunities Program Plan Guide

NUSD/Leroy Greene Academy values diversity in its community, its students, and its workforce. NUSD contracts with vendors based in our local communities to provide services to the diverse student population in Natomas. NUSD partners with community-based organizations with a record of providing long-standing quality service in various communities. The staff recruited to provide services in NUSD afterschool programs meet the minimum requirements to provide services in NUSD and are vetted with a thorough background check by their employer. Each staff is required to provide a cleared TB test before working with students.

CBOs who enter in partnership with NUSD, hire staff based on work experience with youth, content experience, and interest in working with youths. Equally important in their hiring process is ensuring that hired staff reflect students and their communities. CBO programs will provide programming, policies, procedures, and safety orientation. Additional programming includes a full-time site coordinator and team leaders to operationalize the program. As defined under ELO-P ratio requirements, program staff supporting ratios meet minimum requirements in college units or demonstrate a passing on the district instructional assistant test. Staff recruitment occurs at job fairs, from the local community colleges, through word-of-mouth and personal and organizational referrals. CBO staff recruitment is not exclusive to outside district sources but includes existing NUSD classified and certificated staff. To ensure staff service quality, CBOs provide ongoing monitoring and staff reviews to ensure quality service, satisfactory performance, and sustainability. This effort is supported through coaching, peer-to-peer learning, and administrative guidance to ensure program quality. Program providers ensure volunteers are vetted through the fingerprinting process following district policy and procedures.

All staff are interviewed and demonstrate experience and background to meet minimum requirements. They must be fingerprinted, background cleared, and present a negative TB test. Additionally, all staff is expected to participate in required mandated reporter training and fully participate in professional development provided by the community-based organization or through a partnership with NUSD. Each staff participates in safety training and professional learning to develop skills and strategies in student engagement, classroom management, and instruction delivery. More senior staff are encouraged to provide accountability and ownership by providing peer support and guidance to less experienced staff. All staff are encouraged to seek opportunities for growth and development by attending afterschool program conferences and workshops to develop their repertoire of strategies. Additionally, the staff is encouraged to participate in specialized training to provide them with the skills to work with English Learner students and students with active individualized education plans.

Staff working with students builds positive, trusting relationships to create a strong sense of belonging. In this way, students enjoy a strong sense of community, feel safe interacting with staff, and where feedback from staff is well-received. A student's strengths and learning styles are leveraged by staff and used to support active engagement in the afterschool program. The afterschool program environment is a positive space where students are supervised and receives clear communication and critical but positive feedback on behavior and academic progress. Student growth and progress are a direct result of hiring experienced, well-trained, and caring staff.

## 8—Clear Vision, Mission, and Purpose

# Expanded Learning Opportunities Program Plan Guide

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

NUSD's/Leroy Greene Academy’s expanded learning opportunity provides services related to academic support and enrichment opportunities for the diverse student population in the district. ELO-P does not have its vision; our district’s vision guides this work:

“NUSD/Leroy Greene Academy will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.”

In addition, its purpose is to provide high-quality, inquiry-based, hands-on opportunities, providing all scholars equitable access to enriching and meaningful programs in a safe learning environment to deepen scholar understanding, build 21st-century skills, and enhance their confidence and ensure all program activities in the expanded learning opportunity program are in alignment with NUSD’s vision.

## **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.**

NUSD/Leroy Greene Academy and its partnership with community-based organizations and enrichment providers to create a robust afterschool program for NUSD/Leroy Greene Academy students in the Expanded Learning Program called Learning Recovery Enrichment Academics, Activities, Arts, Athletics, Program (LEAP). The partnership between entities allows communication, collaboration, and effective programming to benefit NUSD students. For the 2023-24 school year, NUSD assures quality services by inviting community-based programs and enrichment providers to apply through the Request for Proposal (RFP) process and the Request for Qualifications (RFQ). Both processes include program quality expectations aligned with California's Quality Standards for Expanded Learning. The evaluation and assessment of the expanded learning programs are guided by California's Quality Standards for Expanded Learning and are based on needs expressed by students, community members, and staff. Key stakeholders share assessment and evaluation results as part of program improvement.

NUSD partners with several community-based organizations to expand learning opportunities at our pilot schools. The Center for Fathers and Families operates one afterschool program. The Center or Sacramento Chinese Community Service Center (SCCSC) operates three afterschool programs at two K-8 sites and one middle-school site. NUSD also contracts with several enrichment providers: Square Root Academy, 916Ink, Sacramento Youth Symphony, Mad Science, Little Heroes, iCook, iSteam, and B Street Theatre. The partnerships create a comprehensive program and allow students to experience hands-on projects related to visual and performing arts, math, science, athletics, and technology. Beyond collaboration with enrichment partners, community-based programs host orientations with parents and guardians to inform

# Expanded Learning Opportunities Program Plan Guide

them about the program. They also offer families opportunities to volunteer, visit, and observe as appropriately as possible—make an effort to connect with families.

For the programs to operate as a complex system of services, community-based partners communicate with enrichment providers, the school, and associated district supervisors to ensure seamless delivery of services. Staff responsible for these programs, such as program managers, enrichment providers, and district personnel, are trained to ensure the effective collection of program data. The accountable staff remains in ongoing communication and collaboration to pivot and make adjustments needed to deliver programs to NUSD students. Staff work alongside administrators to recruit students, promote the program, and provide feedback to support improvement. The data gathered serves as information to continuously refine the program, its policies, and staff performance and is linked to professional development. Sometimes more than just afterschool programs are needed to provide students with additional learning opportunities; program staff refers families to summer camps and available programs. Lastly, program staff communicate with parents and provide them opportunities to share their thoughts regarding the program through surveys, informal conversations, or focus groups.

Students are key collaborators in the expanded learning opportunities program. They are aware of program goals and activities for youths. Students have a regular opportunity to provide feedback about all elementary and K-8 ELO-P programs. Program staff ensures that students from diverse backgrounds participate in providing multiple perspectives on afterschool program services.

## 10—Continuous Quality Improvement

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

Maintaining quality afterschool programs requires that NUSD/Leroy Greene Academy utilizes its cycle of continuous learning improvement (CCLI) to improve program services. NUSD/Leroy Greene Academy and its partners will administer surveys with questions ranking services via a Likert scale to parents, program staff, school staff, students, and any additional community partners involved in the program. The survey will ask questions specific to the Quality Standards for Expanded Learning in California for all sessions, including during the school year, winter, spring, and summer. Each organization may use the shared data to develop plans with interim checkpoints to monitor progress and make pivots and adjustments for program improvement. It is important to note that the current ELO-P plan aspires to deliver a quality and comprehensive afterschool program for Leroy Greene Academy. However, focusing on quality programs on one or two quality standards may also be important to establish a strong foundation for afterschool programming.

As part of the agreement with NUSD/Leroy Greene Academy, CBOs help support the administration of assessments, including the administration of surveys to gather important constituent feedback to help assess the strengths and weaknesses of the program. The data collected supports identifying program trends, potential programming gaps, and how best to support the program in its services to students. Program providers are encouraged to administer program surveys at the end of each programming period (e.g., winter, spring, summer). All

# Expanded Learning Opportunities Program Plan Guide

results are shared with staff and NUSD to create an improvement plan for the subsequent school year.

Staff support with the administration of surveys from students. Provide their feedback on the survey. Be a collaborative partner in developing and program improvement plans through a feedback process. Staff continues to serve as front-line staff to support the implementation of program plans. Continue to focus attention on the plan, with greater emphasis on areas needing improvement. Work with program managers to prescribe the most effective strategies, provide observations on progress, and support pivots and adjustments as required in the improvement process.

Students have multiple opportunities to provide feedback for program improvement. At the end of each programming period, a post-program survey is administered to students to allow them to give feedback on program services and express their overall satisfaction. In addition to student surveys, student attendance and academic progress, as monitored by program leads and program managers, serve as additional data points and indicators for evaluating program quality.

## 11—Program Management

### **Describe the plan for program management.**

The ELO-P program has a dedicated district staff team providing oversight to ensure effective management of program elements, including fiscal responsibilities, program operation, program plans towards program goals and objectives, and resources aligned to services. District-assigned ELO-P staff continues to pursue additional sources of revenue to support the expansion of ELO-P programs. The ELO-P management staff ensures programs adhere to funding guidelines and requirements and are responsible for adhering to ELO-P program reporting requirements for each comprehensive site, ELO-P-only sites, and the Heredia-Arriaga Dual Language Immersion Program. All staff, including district staff, CBO staff, and front-line staff, strive to maintain student attendance by actively recruiting students, offering attendance incentives, and providing individual student support to encourage program participation. The district may apply a family fee schedule for expanded learning, if needed.

Each community-based organization and enrichment vendor strive to ensure staff recruitment and hiring practices reflect standards for hiring qualified employees to deliver program practices aligned with standards for the quality afterschool program. CBOs, enrichment vendors, strive to ensure program staff has a working knowledge of program practices, policies, procedures, and what attributes define quality services at the point of service. At the district's request, CBOs, including enrichment vendors, collaborate with the district as needed for data-sharing. Each CBO provides students, staff, and parents with a handbook and program orientation to ensure a comprehensive understanding of program expectations.

Staff providing direct services to students receive required mandated training related to child abuse reporting, suicide risk prevention, sexual harassment, positive behavior intervention systems, restorative justice, and developmentally appropriate training. Front-line staff receives needed information on program operations through organizational orientation outlining

# Expanded Learning Opportunities Program Plan Guide

procedures and practices associated with program operations, safety, student supervision, communication protocols, and program goals and objectives. Each staff team has an upline of program managers and supervisors for reporting purposes and receiving guidance to ensure fidelity to program practices and performance expectations.

Unduplicated pupils are given priority access, defined as foster youth, English Language Learners, or those who qualify for free-reduced priced meals. All program students can engage in experiential learning, hands-on activities, and project-based learning in alignment with content standards. Students are offered programming time up to nine (9) hours, including meals and recess, beginning with the school day. As part of ELO-P requirements, students are assigned in-class ratios of twenty (20) students to one (1) teacher for grade six.

## General Questions

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

Non-ASES sites (Leroy Greene Academy) supported with ELO-P funds to run nine (9) hour programs will operate with flexible attendance with priority access going to unduplicated students. After the access offer has been provided to unduplicated 6 grade students, access will be offered to non-UP students. Once all other 6 grade program students have access, available ELO-P funding will be provided to offer UP students in grades 7 & 8 expanded learning opportunities. ELO-P program access offering will be expanded to non-Unduplicated students after access has been offered to 7 & 8-grade UP students. Under ELO-P language, ELO-P students do not follow the same attendance requirement--in that parents can have their students in the program based on their needs. An ELO-P student may attend as minimally as needed or be present for the full duration of the program. The student continues to have active enrollment status unless a parent opts out of receiving services.

Each program supports the policy and procedures for comprehensive or ELO-P-only programs by ensuring a daily attendance log to capture student attendance. Attendance documentation is kept for student seats purchased using ELO-P funds. Similar accounting for supper and snacks is tracked to keep an accurate count of meals associated with each program. Monthly reports are submitted to indicate the number of students the program serves so the school is invoiced correctly.

CBO Site managers prescribe the policy and procedure around programming specific to each funding source. The instructional components of project-based learning, highly effective strategies, remain program-based and connected to high-quality standards. The program leads work with program managers to develop a master schedule to allow all cohorts of students to access ELO-P enrichment vendors. The schedule reflects inclusivity, equity, access, and choice opportunity. Participant Level - Students are encouraged to participate in enrichment programs to allow them to gain experiential knowledge through interaction with diverse content.

## Sample Program Schedule

# Expanded Learning Opportunities Program Plan Guide

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.

The schedule is a sample of ELO-P programming hours for our comprehensive afterschool programs (ASES, 21<sup>st</sup> Century funded programs) and our non-ASES ELO-P funded sites. Hours for both programs total nine (9) operating hours.

Before & After School Programs with Tutor support	
Time	Sample Activity
7:30 AM - 8:30 AM	Check-in, Office Hours, Breakfast
8:30 AM - 3:46 PM	Regular School Day
3:46 PM - 3:55 PM	<b>Check-in</b> Attendance, Snack, & Active Break/Restroom
3:55 PM - 4:30 PM	<b>Academic Support (center rotation)</b> Mentoring, Research-based intervention (teacher-led), iReady, IXL, Varsity, homework assistance
4:30 PM - 4:15 PM	Restroom/Active Break
4:15 PM - 5:00 PM	<b>Enrichment</b> Arts, Performing Arts, Coding, Sports (Little Heroes) i-Cooking, S.T.E.A.M, thematic projects, B Street Theatre
5:00 PM - 5:30 PM	Class Meeting/ Restroom/Pack up/ Transition/Optimistic Close

Winter, Spring and Summer School Intersession Sample Schedule	
Time	Sample Activity
8:00 AM - 8:30 AM	Check in, Enrichment, Breakfast
8:30 AM -12:30 PM	Teacher-led interventions, Literacy, Mindfulness, Mentoring
12:30 PM -1:00 PM	<b>Lunch</b>
1:00 PM - 3:00 PM	STEAM Challenge, Academic Enrichment, Mileage Club
3:00 PM - 3:15 PM	<b>Expanding Minds Check-in</b> Attendance, Restroom Break, Classroom, Snack
3:15 PM - 3:45 PM	<b>Enrichment rotation 1</b> Arts, crafts, performing arts, coding, Sports (Little Heroes) i-Cooking, S.T.E.A.M, thematic projects, team games
3:45 PM - 4:00 PM	Restroom/Active break
4:00 PM - 4:30 PM	<b>Enrichment rotation 2</b>

# Expanded Learning Opportunities Program Plan Guide

	Arts, crafts, performing arts, coding, Sports (Little Heroes) i-Cooking, S.T.E.A.M, thematic projects, team games
4:30 PM - 4:45 PM	Restroom/Active break
4:45 PM - 5:00 PM	Optimistic Close

**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):***



# Expanded Learning Opportunities Program Plan Guide

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 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

# Expanded Learning Opportunities Program Plan Guide

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.