



**Newport-Mesa**  
Unified School District

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## **2022-2023 EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)**

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# Vision, Mission, and Purpose

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During the pandemic, Newport-Mesa Unified School District (NMUSD) reviewed, revised, and rewrote its extended learning program’s mission statement, based on the following:

- Students’ voices and needs
- Parents’ voices and needs
- Input from teachers and administrators about students’ needs
- The re-examination of statewide guidance for After School Education and Safety (ASES) programs

## VISION

NMUSD’s vision for its Expanded Learning Opportunities Program (ELO-P) is that every student finds safe haven and connection in a program that enables them with support for their academic learning, practice in obtaining new skills, enriching experiences, and opportunities that challenge them to grow in the directions of their dreams.

## MISSION

The mission of Project Kidz Connect, the organization that provides the district’s expanded learning opportunities, is to provide a safe and inclusive after-school environment where every student is seen, every student matters, and every student is valued. Through a creative and inspiring mentorship, every student is challenged to grow towards reaching their full potential as a thriving student today and a responsible community citizen of tomorrow.

## PURPOSE

The purpose of NMUSD’s program is to offer a free, quality program that supports and further develops the Expanded Learning Opportunities Program and its goals through the Local Control and Accountability Plan (LCAP) process, district initiatives and priorities, and educational partner feedback. This program will be a comprehensive one offered throughout the school year to qualifying students. The district’s LCAP is available on the [NMUSD website](#).

In April 2022, Project Kids Connect analyzed the LCAP’s goals and feedback gathered from educational community input meetings and surveys. Table 1 describes how Project Kidz Connect will implement NMUSD’s LCAP goals.

**Table 1. Relationship of Project Kidz Connect and Learning Activities to NMUSD’s LCAP Goals**

LCAP Goal	Project Kidz Connect Activities
Goal 1: Student Mental Health, Wellness, and Engagement	<ul style="list-style-type: none"> <li>• Implement Positive Behavior Interventions and Supports (PBIS).</li> <li>• Build community and relationships.</li> <li>• Implement the social-emotional learning program RULER (Recognizing, Understanding, Labeling, Expressing, Regulating), including staff professional development.</li> <li>• Partner with school counselors.</li> </ul>
Goal 2: Student Academic Success	<ul style="list-style-type: none"> <li>• Identify strategies to use during homework time to support students as they work on homework.</li> <li>• Offer extra-duty pay to encourage regular school-day teachers to participate in tutoring students before and after school.</li> <li>• Contract with community partners to provide a variety of enrichment opportunities.</li> </ul>
Goal 3: Conditions of Learning	<ul style="list-style-type: none"> <li>• Offer extra-duty pay to encourage regular school-day teachers to provide enrichment classes before and after school.</li> <li>• Train staff in CPR and first aid.</li> <li>• Provide student leadership opportunities through a student advisory group.</li> <li>• Provide dance and/or performing arts opportunities for children.</li> </ul>
Goal 4: Family and Community Engagement	<ul style="list-style-type: none"> <li>• Create monthly newsletters for parents and school sites.</li> <li>• Create and calendar parent/family nights.</li> <li>• Conduct parent surveys.</li> <li>• Provide service-learning opportunities.</li> </ul>

ELO-P will enable schools to increase service offerings in academics, wellness, and enrichment and will provide ALL students and families with the flexibility to participate, based on needs and interests. After-school programs will take place at the following schools:

- Adams Elementary
- College Park Elementary
- Kaiser Elementary
- Killybrooke Elementary
- Paularino Elementary
- Pomona Elementary
- Rea Elementary
- Sonora Elementary
- Victoria Elementary
- Whittier Elementary
- Wilson Elementary

#### VISION, MISSION, AND PURPOSE

During the 2022-2023 school year, Project Kidz will pilot a before-school program at Whittier Elementary School. Summer programming will be provided at six sites for qualifying students from across all 23 district elementary sites. Transportation will be provided to ensure access for students from all schools. For summer 2022, programs will take place at the following schools:

- Kaiser Elementary
- Killybrooke Elementary
- Newport Coast Elementary
- Rea Elementary
- Sonora Elementary
- Wilson Elementary

# Safe and Supportive Environment

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Newport-Mesa Unified School District's (NMUSD) Expanded Learning Opportunity Program (ELO-P) will provide a safe and supportive environment for students.

## PHYSICALLY SAFE AND SUPPORTIVE ENVIRONMENT

NMUSD will utilize EZ Child Track and Aeries systems for tracking student enrollment and attendance. In addition, NMUSD has set up procedures to ensure that all students in Project Kidz Connect (PKC) are always accounted for.

- Students will be signed in at the start of their programs each day that they attend.
- To be dismissed from the program, all students must be signed out to a parent/guardian or approved adult over the age of 18 who is listed on each student's enrollment form.

During the first two weeks of an enrichment cycle, each primary child will wear a PKC nametag that includes the child's name, daytime teacher's name, and the PKC enrichment class or PKC instructional aide.

## Staffing

NMUSD will provide a program within the student/adult ratios established by California Department of Education guidelines.

- 20:1 for students in grades 1-6
- 10:1 for students in grades kindergarten (K) and transitional kindergarten (TK)

To increase students' safety and maintain appropriate ratios, Project Kidz Connect will hire additional staff, including the following. These positions will be multi-funded with California State Preschool Program and ELO-P funds.

- A Coordinator of Expanded Learning
- Additional site leads to ensure that there is one lead per site
- Early Learning Instructional Assistants for TK/K classrooms

## Physical Safety Measures

NMUSD has developed the following measures to increase physical safety for all students:

- All program staff have been trained on mandated reporting.
- Staff training on district safety drills will occur prior to the school year.
  - Staff will know the locations of the fire extinguishers on their campus, as well as their emergency evacuation assembly area.



#### SAFE AND SUPPORTIVE ENVIRONMENT

- Each PKC site will calendar and conduct drills to be prepared in case of emergency. These drills include fire, earthquake, evacuation, and intruder. Each site will maintain a record listing dates, times, and procedures for the drills.
- Each site will review site protocols and create a site emergency response team.
- A current, easily accessible, and confidential list of health concerns and needs for students will be maintained and made available to those instructional assistants in whose care the student is during program time.
- As district safety protocols are added and updated, district personnel will provide training on current practices. These procedures and protocols follow those that are in practice during the daytime hours and will be the expectation in the after-school time.
- For the 2022-2023 school year, beginning of the year professional development will include CPR and first aid certification for all staff members. Staff hired throughout the year will receive first aid training from trained district personnel as part of the onboarding process.

The following procedures will increase safety for students while on campus:

- The PKC lead instructional assistant will be in the front office and be able to access student medications and first aid supplies.
- All program staff will be clearly recognizable with district identification badges. They will wear red shirts, sweatshirts, or vests with the program logo at all times.
- When addressing student injuries, staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have access to the school's enrollment database to find additional contact information, if needed.
- All staff are trained in and expected to follow Active Supervision guidelines, whether on the playground, at the lunch tables, or in a classroom.
- During program time, all staff will be expected to always maintain line of sight of all students. Program staff will monitor students when they need to leave a program location for reasons such as, but not limited to, restroom breaks or parent pickup.
- Educational partners will be required to go through a thorough background check prior to working with students.
- All staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures.
- A substitute instructional aide communication will list safety procedures and information about Active Supervision.

## SOCIAL-EMOTIONALLY SAFE AND SUPPORTIVE ENVIRONMENT

In the wake of the pandemic, NMUSD recognized a greater need to focus on students' social-emotional needs and on creating positive connections between students and their schools. NMUSD's ELO-P program provides intentional social-emotional activities that stress positive communication skills, improved peer relationships, conflict resolution, and confidence-building skills.

### Behavior Support Program

High quality after-school programs make intentional connections to the schools of the children they serve. Both the after-school program and the school day will have more success if the district's behavior and character education program, Positive Behavior Interventions and Supports (PBIS), is implemented across all contexts of the school experience.

- To generate a culture where students model exceptional behavior, the staff will develop a behavior matrix with student input. The published matrix will be communicated to students through large and small group assemblies or on an individualized basis.
- To align program-wide expectations with the school-day expectations and to reinforce continuity and alignment, principals will include the lead instructional assistant on their school's PBIS team.
- Program administrators will use "Look Fors" when they walk through program sites to support technical assistance, coaching, and feedback.

### Professional Development

PKC will provide two days of professional development before the beginning of each school year. Training in strategies and activities to create connections with students will include the following:

- Daily check-ins and optimistic closures
- Harmony lessons
- Ruler-Mood meter
- Incorporating mindfulness

Other professional development includes the following:

- Intentional and collaborative discussions on strategies being used and discussion and training on new strategies are part of monthly site meetings for the lead and site instructional assistants.
- To support student's social-emotional learning, and in alignment with the core day, the staff will be trained in RULER, a social-emotional learning program.
- Staff will partner with the school counselor, school psychologist, and other staff to identify strategies that are successful with students and to connect the learning in the after-school program with learning in the school day.

# Active and Engaged Learning

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One of the goals of Newport-Mesa Unified School District's (NMUSD) Expanded Learning Opportunities Program (ELO-P) is to complement and support the core learning that happens during the school day and school year. Connecting interactive and engaging activities, such as STEM (Science, Technology, Engineering, Math), robotics, arts/dance/drama, and sports, to school day academic standards, behaviors, and habits can increase student engagement, widen student perspectives, spark curiosity, and boost academic performance.

## ENRICHMENT CHOICES

To plan for the educational enrichment activities that ELO-P will offer in 2022-2023, Project Kidz Connect (PKC) received input from students, parents, and elementary and secondary principals in February and March of 2022. Student data was collected through a site feedback focus group and a student Google survey. The surveys and focus groups consisted of a series of questions that focused on areas students already enjoy in PKC, as well as other enrichment interests and suggested clubs.

The top enrichment choices for students were arts and crafts, robotics, and music. The top enrichment choices for parents included arts and crafts, soccer, music, and dance. Input from principals included music, drama, photography, and robotics. The surveys and/or focus groups will be administered again mid-year during the 2022-2023 school year to help identify the site's educational enrichment focuses for the rest of the school year.

In 2022-2023, students will have opportunities to participate in educational experiences that are challenging and enriching, and extend their academic abilities in the arts, music, science, drama, foreign language, and sports by partnering with outside community enrichment agencies, as well as community-based organization, such as the YMCA and Boys and Girls Club. In addition, staff will be trained and provided lessons, projects, and activities that mix up activities and teaching styles to enable students to experience learning through different modalities and collaborative groups. Students will engage with topics and activities that promote critical thinking, problem solving, and communication with others.

Starting in 2022-2023, PKC will encourage regular school-day teachers to participate in tutoring students before and after school and in developing and teaching innovative programming in the areas of art, music, physical education, and science. In addition, PKC will calendar and create after-school events, such as family nights, talent shows, and drama and/or dance productions.

To plan for summer enrichment opportunities, survey data from students, parents, and staff from the 2021 summer program was analyzed. Additional input was gained through surveys in February and March 2022, as well as during parent LCAP community forums. In summer 2022, students will experience a variety of enrichment opportunities aligned with their interests. During afternoon summer enrichment camps, students will have the opportunity to choose more focused experiences in the arts, sports, or STEM areas.

## TRANSITIONAL KINDERGARTEN CURRICULUM AND PROGRAM

Newport-Mesa Unified School District (NMUSD) and Project Kidz Connect (PKC) will address the needs of transitional kindergarten (TK) students with a developmentally informed program and curriculum.

### Classroom Organization

Children thrive in an environment that has been designed for them and reflects them. They need space and furnishings both inside and outside the classroom so that they can move around and explore. PKC will utilize preschool and transitional kindergarten classrooms for their after-school programs. In preschool and transitional kindergarten, the environment is typically structured with clearly defined learning centers and a space in which the whole class can gather for large group instruction.

NMUSD teachers will provide a classroom with designated interest centers that enable children to access materials freely, with clear intent on the type of play encouraged in that specific area. The PKC staff will intentionally choose learning activities that focus on similar concepts so that children can make clear connections and apply their learning.

### Behavior Management

Children are most likely to behave appropriately in the classroom when rules and expectations are clearly and consistently communicated. Behavior management works best when focused on proactive intervention and redirection of minor misbehaviors. Research shows that using positive approaches to discipline children enables them to maintain good self-esteem and helps them to understand why their behavior was inappropriate while being supported and encouraged to solve issues in a satisfying way. The goal of the following behavior management strategies is to help children learn to manage their own behavior and develop self-regulation:

- PKC staff will start the year by establishing and helping children to learn appropriate routines and expectations, and by making sure that each child feels as though s/he belongs to the classroom.
- PKC staff will provide children with specific expectations for their behavior and then give repeated praise when children meet these expectations.

### Curriculum

TK/K program curriculum will reflect early childhood education methods and strategies, and will include literacy enrichment and educational enrichment activities. STEAM (Science, Technology, Engineering, Arts, Math) will be provided as education enrichment activities that adapt to early childhood education.

The TK/K staff will receive training in literacy activities to engage children with literature. Children will hear fiction and nonfiction books read aloud to increase their motivation to read and to build their literacy skills. At the same time, hearing these books develops core values of helpfulness, fairness, personal responsibility, and respect for others.

# Skill Building

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Students will have opportunities to build skills through the following:

- Project Kidz Connect (PKC) offers academic enrichment, including the arts, physical fitness, and social-emotional learning opportunities to foster academic achievement, health, and community engagement.
- PKC plays an important role in supporting academic achievement. Every day the staff designates time and optimal space for students to complete homework assigned by classroom teachers. The staff actively assist students in developing organizational, time-management, and study skills that help students complete their homework and encourage their overall academic success. Additionally, PKC staff engage with the daytime teachers to learn strategies that reinforce concepts taught during the school day.
- Starting in 2022-2023, PKC will encourage regular school-day teachers to participate in tutoring students before and after school to reinforce learning that occurs during the school day.
- The summer program will have English language arts/English language development (ELA/ELD) and math focus areas.
  - For ELA/ELD, teachers will use complex texts to build vocabulary and knowledge, both of which are essential for the development of reading comprehension. Each week a literature book will be used to facilitate speaking, listening, reading, and writing activities.
  - For math, teachers will focus on the major work of the grade so that students can gain strong foundations: a solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math to solve problems inside and outside the math classroom. In the primary grades, the focus will be on numbers and operations in base 10. The upper grades will focus on fractions.

# Youth Voice and Leadership

Student input is critical to program design. Ongoing student feedback will be gathered via surveys and focus groups, and will be used to determine enrichment program selections and after-school activities. In addition, a diverse student advisory group will be established at each site with students in fourth through sixth grades. Each group will meet monthly. Each advisory group will discuss upcoming activities and/or events, develop strategies to gather peer feedback, and share ideas for program and school improvement related to the school day and after school.

An enrichment calendar will be developed so that all students will have the opportunity to choose enrichment activities they would like to participate in after school. Enrichment opportunities will be based on feedback from student surveys. Table 2 shows a sample enrichment class schedule.

**Table 2. Sample Enrichment Classes**

Enrichment Activity	Grades	Days	Times
Art	TK/K	Monday & Thursday	3:30-4:30 pm
Engineering	TK/K	Tuesday & Friday	4:30-5:30 pm
Art	1-2	Monday & Thursday	4:30-5:30 pm
Engineering	1-2	Tuesday & Friday	3:30-4:30 pm
Dance	TK-2	Monday & Thursday	3:30-4:30 pm
Soccer	TK-2	Wednesday	2:00-3:00 pm
Soccer	3-6	Wednesday	3:15-4:15 pm
Engineering	3-4	Monday & Thursday	3:30-4:30 pm
Art	3-4	Tuesday & Friday	4:30-5:30 pm
Engineering	5-6	Monday & Thursday	4:30-5:30 pm
Art	5-6	Tuesday & Friday	3:30-4:30 pm
Musical Theater	3-6	Tuesday & Friday	3:30-4:30 pm

Service learning will be leveraged to connect students to their community. Staffs will work with their student advisory groups to determine which service learning activities they will host (two to four activities) on their campus. Students' participation will be logged, and students who participate in service learning hours will receive

a certificate. Students who have more than 30 service learning hours at the end of the school year will receive special recognition.

# Healthful Choices and Behaviors

The Expanded Learning Opportunities Program (ELO-P) will serve nutritious snacks, provide daily physical activities, and offer signature well-being practices to promote healthful choices and behaviors.

## NUTRITION

At no cost to program participants, the district’s Nutrition Services Department will provide a healthful snack to all students. To establish healthful nutrition and reinforce healthful choices, the composition of these snacks meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. Table 3 shows sample snack menus.

**Table 3. Sample Snack Menus**

Monday	Tuesday	Wednesday	Thursday	Friday
Milk and muffin	Yogurt and graham crackers	Cheese and apple slices	Juice and granola bar	Milk and muffin

## PHYSICAL BEHAVIORS

Project Kidz Connect (PKC) staff will provide daily physical activities to help students discover the many benefits and joys of physical activity. The last 45-60 minutes of the day will be devoted to fitness activity centers, such as yoga, running club, and various sports. In addition, multiple enrichment opportunities that focus on sports and physical activities will be available.

## WELL-BEING AND SOCIAL-EMOTIONAL BEHAVIORS

The ELO-P will offer mental health resources and social-emotional learning signature practices every day to ensure that the well-being of students is a primary focus for students in the after-school programs. Each day the PKC staff will use the Collaborative for Academic, Social, and Emotional Learning (CASEL) Three Signature Practices. These practices give students opportunities to be effective across a variety of contexts and to strengthen intra- and inter-personal skills during the after-school time. These practices support the ABCs of an effective learning environment (Richard M. Ryan and Edward L. Deci):

- **A—Autonomy:** The need to be in control of oneself and empowered to make decisions. Students make personal choices about what they say and do in each of the activities.



- **B—Belonging:** The need to be accepted and valued by others. The activities are designed so that every student can be heard and seen without judgment, and so that students build relationships with others and with content.
- **C—Competence:** The need to be effective or to accomplish things.

Staff will be trained to embed these signature practices throughout the entirety of the program. These practices include daily check-ins, engaging strategies, and optimistic closures.

- At the start of each after-school day, each staff member will open with a check-in activity or interactive experience. These activities establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another, and create a sense of belonging.
- Throughout the after-school program, PKC staffs embed engaging strategies, including brain breaks, to anchor thinking and learning. Staffs will provide a balance of interactive and reflective experiences to meet the needs of all students. Some examples of engaging strategies utilized by after-school staffs include the following:
  - Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out)
  - Transition strategies (to indicate upcoming shifts or changes to activities)
  - Mindful Minute Brain Break (a calming activity, to promote focus and readiness to learn)
- PKC staffs will end their time with students with an optimistic closure that has students reflect on and then name something that helps them leave on an optimistic note. This activity provides positive closure, reinforces learning, can connect school to home, and can create a moment of looking forward to returning tomorrow.

PKC understands that elementary school counselors do not work in isolation and are integral to the total educational program of NMUSD's students, including the after-school programs. In April 2022, the PKC Lead Instructional Assistants participated with all the elementary school counselors in a "meet and greet." The goal was to build relationships and to collaborate in order to bridge the gap between support for students during the day and after school.

# Diversity, Access, and Equity

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The district values the diversity of our students and their families. Newport-Mesa Unified School District's (NMUSD) Expanded Learning Opportunities Program (ELO-P) design addresses cultural and linguistic diversity and provides opportunities for all students, including students with disabilities, to experience diversity, access, and equity.

Project Kidz Connect will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds.

- Some classes will engage in a research project to learn more about individual cultural backgrounds and then share cultural backgrounds with the rest of the class.
- Some classes will plan for specific cultural holiday celebrations and will offer parent presentations that include related dance, music, and food. Parents participate in these celebrations, as well.

Program staffing will include adults with backgrounds similar to those of the students. Site staffs will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds.

The majority of ELO-P students are English language learners, with many parents able to communicate only in their native tongues. Staff is available on every campus to translate to keep communications open. Written notices are always sent home in dual languages.

Some of ELO-P students have been identified as special education students. ELO-P staff work with the daytime teachers on strategies to make ELO-P time successful. ELO-P staff have also engaged with special education psychologists, school counselors, and autism specialists for training on how to better handle the challenging behaviors of some students.

# Quality Staff

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Newport Mesa Unified School District (NMUSD) and Project Kidz Connect (PKC) believe that recruitment, hiring, and retention of quality staff are essential building blocks of quality programming for students.

## HIRING PRACTICES

NMUSD looks to recruit a talented and diverse after-school staff from the district, community, and post-secondary institutions. Open positions for either site lead instructional assistants or PKC instructional aides are advertised through the district's website. All applications will be submitted electronically and then reviewed by Human Resources to determine if they meet the minimum qualifications for the position, including the minimum requirements for an instructional aide.

PKC has created a comprehensive approach for recruiting and hiring. The program actively attempts to recruit and hire qualified staff that reflects the community of the students served. Candidates are recruited through the following:

- The district website
- Job flyers with QR codes posted at local colleges
- Emails to recent high school graduates, including alumni from the PKC program

Starting in 2022-2023, PKC will encourage regular school-day teachers to participate in developing and teaching innovative programming in the areas of music, physical education, and science. Daytime teachers will be offered extra duty pay to provide tutoring or enrichment classes after school.

## RETAINING AND DEVELOPING STAFF

One strategy PKC utilizes to retain and develop after-school staff is through targeted professional development. PKC staff receive five days of professional development:

- Three days in August prior to the start of school
- NMUSD's professional development day on November 1
- The two non-student days that fall during parent-teacher conference week

The 2022-2023 professional development focus areas include the following:

- Formal training in developing staff understanding of students' social-emotional needs, including program strategies such as conflict resolution designed to develop and support student success.
- RULER for Elementary School, a developmentally appropriate and comprehensive curriculum that contextualizes and builds students' emotional intelligence within their experience of the world. RULER is a

#### QUALITY STAFF

pre-K through high school systemic approach to social and emotional learning developed by researchers, educators, and psychologists at the Yale Center for Emotional Intelligence.

- Identification of strategies to use during homework time to support students as they work.
- First aid and CPR.

In addition, site staff meetings will be used to support PKC staff in learning about various topics, including the following:

- Active Supervision, including taking head counts
- Quality Standards for Expanded Learning in California
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Parent communication and engagement
- Classroom behavior management
- Youth leadership
- Club development
- Program procedures and expectations
- Strategies to use during homework time to support students as they work on homework
- Deeper dives into social-emotional learning:
  - RULER
  - Check-ins
  - Student safety and first aid
  - Staff mental health and wellness

## **RECRUITING AND SUPPORTING TRANSITIONAL KINDERGARTEN AND KINDERGARTEN STAFF**

Starting in the 2022-2023 school year, the PKC after-school program will serve transitional kindergarten (TK) and kindergarten (K) students at a 10:1 ratio of students to teachers. PKC staff will partner with the NMUSD early childhood department, and staff will receive training to support TK/K students in developing skills needed to be successful in school. Expanded learning staffs will coordinate with K and TK teachers and para-educators in meetings and attend training sessions that are applicable to early childhood education. In addition, to better equip the after-school staff to provide services, each site after-school staff will have an opportunity to shadow in preschool and TK classes to understand daily operations and observe students. Additional staff development in classroom management, social-emotional learning, and early literacy curriculum is available through the district's Education Services and Student Services departments.

# Collaborative Partnerships

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Forming partnerships is a critical component as Project Kidz Connect (PKC) looks to increase the capacity and reach of the district's expanded learning opportunities. PKC will expand its after-school programs and summer school enrichment opportunities by collaborating with community-based organizations, city programs, and others in the community. These community partners will bring unique learning opportunities, mentoring, cultural competencies, relationships, and other resources that strengthen the district's delivery of expanded learning opportunities.

## COMMUNITY PARTNERS

PKC has strong partnerships with community organizations that serve youth needs. Some of the following are being vetted during spring 2022, and others are currently working with students in the PKC program:

- **Active Learning, Inc.** promotes health, happiness, education, and movement in dance and performing arts throughout Orange County and Los Angeles.
- **Arts & Learning Conservatory** after-school and summer arts programs provide accessible ways to bring music and theater to schools.
- **Brainstorm STEM** offers after-school and summer lessons in coding, game design, Roblox, Minecraft, YouTube film and editing, and more.
- **Strategic Kids** specializes in chess, LEGO, magic, and origami, with the goal to grow students' confidence, critical thinking, problem solving, and sportsmanship.
- **ELEVO** provides fun, physically active games, and sports as vehicles to engage students in social and emotional learning.
- **Boys & Girls Club** supports and enhances the NMUSD after-school program by providing enrichment opportunities such as Junior Toastmasters, Junior Chefs, STEM/Makerspace, etc.
- **YMCA** offers holistic programming that enhances and nurtures the unique development journey of every child.
- **Pacific Chorale** develops life skills through the fun of singing.
- **Art Masters Legacy** introduces students to a vibrant world of history and culture through a multi-dimensional art curriculum.
- **Heritage Language** after-school programs focus on heritage and culture, as well as language.
- **FIBO Art** provides drawing and painting classes based on art history and art fundamentals to students TK through 12th grade.

The key to the success of the PKC after-school program is to maintain a collaborative and complimentary partnership with the instructional day. After-school program site lead instructional assistants will meet regularly

with site principals to review the program and how to support the instructional day. Lead instructional assistants and after-school instructional aides will utilize email to provide information to teachers and staff about program activities. Homework logs will be kept to communicate with teachers and parents about student progress during homework time. In addition, student participation with Project Kidz Connect will be noted in the special programs tab of a students' Aeries information page.

## SAMPLE SCHEDULES

Table 4 shows a sample schedule that demonstrates how NMUSD uses its community partners to provide enrichment opportunities during the summer. Table 5 shows a sample Monday and Thursday schedule that demonstrates how NMUSD uses its community partners to provide after-school enrichment opportunities during the school year.

**Table 4. Sample Summer Schedule For Grades TK-5 Using Community Partners to Provide Enrichment Opportunities**

Time	Student Programming	Enrichment Providers
8:00 am-8:30 am	Arrival, Breakfast, Facilitated Play	Facilitated Play: ELEVO
8:30 am-12:30 pm	Core Program: Two activity blocks <i>Recess and snack within this block</i>	Rotations include Brainstorm STEM, Strategic Kids, Active Learning, Inc., Fibo Art, ELEVO, and district specialists
12:30 pm	Dismissal from Core Program (Extended day students transition to afternoon activity)	N/A
12:30 pm-2:30 pm	Lunch/Recess and Enrichment Block 1	Rotations include Brainstorm STEM, Strategic Kids, Active Learning, Inc., Art Masters, Arts & Learning Conservatory, ELEVO, and district specialists
2:30 pm-3:00 pm	Mid-Afternoon Pickup (2:30pm) Afternoon Snack and Facilitated Play	Facilitated Play: ELEVO
3:00 pm-5:00 pm	Enrichment Block 2	Rotations include Brainstorm STEM, Strategic Kids, Active Learning, Inc., Art Masters, Arts & Learning Conservatory, ELEVO, and district specialists
4:45 pm-5:00 pm	Final Pickup	N/A

**Table 5. Sample School Year Schedule Using Community Partners to Provide Enrichment Opportunities**

Time	Grades TK-K	Grade 1	Grade 2	Grades 3-4	Grades 5-6
3:00 pm	Welcome, Check-in, Snack				
3:30 pm Academic support or enrichment activity	<ul style="list-style-type: none"> <li>• Quiet time</li> <li>• Social-emotional learning (SEL) activity</li> <li>• Art activity</li> </ul>	<ul style="list-style-type: none"> <li>• SEL activity</li> <li>• Homework support</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Provided by a community partner</li> </ul>	<ul style="list-style-type: none"> <li>• SEL activity</li> <li>• Homework support</li> </ul>	<ul style="list-style-type: none"> <li>• Art Class</li> <li>• Provided by a community partner</li> </ul>
4:30 pm Academic support or enrichment activity	<ul style="list-style-type: none"> <li>• Story time</li> <li>• Homework packet</li> <li>• Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Art Class</li> <li>• Provided by a community partner</li> </ul>	<ul style="list-style-type: none"> <li>• SEL activity</li> <li>• Homework support</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Provided by a community partner</li> </ul>	<ul style="list-style-type: none"> <li>• SEL activity</li> <li>• Homework support</li> </ul>
5:30 pm	Parent pickup, Fitness Activity Centers (running, yoga, fitness)				
6:00 pm	Program closure				

## PUBLIC INPUT TO DEVELOP PLAN

Table 6 lists organizations and groups the district consulted and describes how the district involved the organizations and groups in providing feedback to develop this plan. Participants providing feedback viewed a slide presentation and had opportunities to provide input on a variety of topics and programs.

**Table 6. Consultations to Develop Expanded Learning Opportunities Plan**

Organization/Group	Dates and Types of Involvement Actions
<b>Individual Educational Community Members</b>	
Family survey questions on the NMUSD LCAP Survey	Parents, high school students, district employees, and community members participated in the annual LCAP Survey, conducted by Hanover Research in spring 2022. Participants had options to take the survey online, in person, or a combination of online and in person, and in English or Spanish.
LCAP public forums	Both online and in-person forums, open to all educational partners, were conducted in each of the district’s zones: <ul style="list-style-type: none"> <li>• Estancia Zone: March 22, 2022</li> <li>• Newport Harbor Zone: March 24, 2022</li> </ul>

**Table 6. Consultations to Develop Expanded Learning Opportunities Plan**

Organization/Group	Dates and Types of Involvement Actions
	<ul style="list-style-type: none"> <li>• Corona Del Mar Zone: March 30, 2022</li> <li>• Costa Mesa Zone: April 5, 2022</li> <li>• Zoom public forum for all zones: March 31, 2022</li> </ul>
Staff forum	March 23, 2022
<b>Project Kidz Connect Student, Family, and Staff Input</b>	
Student forums	January-February, 2022
Student surveys	January-February, 2022
PKC family feedback	March 2022
Project Kidz Connect staff input	March 9, 2022
Project Kidz Connect Lead Instructional Assistant input	January-March, 2022
<b>District Advisory Committees and Organizations</b>	
Superintendent's Parent Advisory Committee	April 20, 2022
Superintendent's Classified Advisory Committee	April 20, 2022
Superintendent's Certificated Advisory Committee	April 21, 2022
District English Language Advisory Committee	April 6, 2022
Elementary Principal ELO-P Committee	March 29 and May 6, 2022
Elementary Principal ELO-P forum	February 4, 2022
Secondary principal survey	February 2022
Expanded Learning District Advisory Committee	May 19, 2022



# Program Management

Table 7 lists staffing positions to manage and administer the Project Kidz Connect (PKC) after-school program.

**Table 7. Organizational Chart for NMUSD Project Kidz Connect After-School Program**

Title	Number of Staff	New/Existing
Director of Early and Expanded Learning	1	Existing
Coordinator of Expanded Learning	1	New
Teacher on Special Assignment	1	Existing
Site Lead Instructional Assistants	9	4 Existing/5 New
Instructional Aides	51	42 Existing/9 New
Administrative Assistant	1	Existing
Office Assistant	1	Existing

Direct services in the form of staff, supplies, books, and services account for most of the expanded learning budget. Most of the projected budget is to meet staffing needs, including site lead instructional assistants, site instructional aides, and community partnership contracts. Other expenditures to provide students with the best experience possible include books and supplies; additional items needed to support new experiences and nurture academic growth; transportation; custodial expenses to maintain clean, safe facilities; vendors that provide unique services such as performing arts and dance classes; and basic program services such as copy machines and telephones to enhance communication.

Newport-Mesa Unified School District (NMUSD) has an assigned budget technician to oversee the After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELO-P) budgets. The technician’s role includes performing all fiscal accounting and submitting accurate and timely quarterly reports. The district uses EZ Reports for all state accounting.

Daily attendance sheets are used to count the total attendance for the day. PKC staff members enter the attendance using the EZ Reports data system. Attendance records will be entered on a weekly basis to ensure timely reconciliation. The Coordinator of Expanded Learning will review attendance regularly to discuss with the Lead Instructional Assistants. Monthly and year-to-date attendance data are provided to the Lead Instructional Assistants so that they can make improvements as needed in their schools’ ASES and ELO-P program attendance. The monthly data is compiled to submit to the California Department of Education (CDE) twice a year.

PROGRAM MANAGEMENT

Fiscal Services tracks all expenditures according to school district accounting procedures. The Director of Early and Expanded Learning reviews and authorizes payments according to grant guidelines and district policies. Fiscal services personnel create all budget and expenditure reports and submit them to the state.

# Continuous Quality Improvement

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Children who participate in high-quality after-school and summer programs have higher grades, better school attendance, greater skills, and healthier behaviors. Effective program improvement is an ongoing process that includes a continuous cycle of assessment, planning, and improvement. The Newport-Mesa Unified School District (NMUSD) after-school program is committed to a process of continuous quality improvement (CQI) based on the review of data, planning of next steps, and implementation.

While each of the twelve Quality Standards for Expanded Learning in California are important to provide an excellent program, NMUSD will specifically focus on two standards each year. These focus standards do not discount the importance of the other standards, as all the standards must continually be evaluated, but rather will provide a point of emphasis upon which to measure effectiveness and guide program improvement. The program-wide focus standards for 2022-2023 will be the following:

1. **Safe and supportive environment.** The program provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students.
2. **Active and engaged learning.** Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

Each year the program uses a variety of assessment instruments to gather data related to the focus standards and the program. The Quality Self-Assessment Tool (QSA) from California AfterSchool Network (CAN), plus surveys, interviews, focus groups, and on-site observations were chosen to help assess the program. Starting in the 2022-2023 school year, the director, coordinator, Teacher on Special Assignment (TOSA), and site leads will meet monthly to assess how each site is progressing towards the two focus standards. Leads will create a next steps plan for their sites to continue to grow the month's standard throughout the year. At the end of the year, after-school program staff members, site principals and teachers, parents, students, and community members will evaluate the effectiveness of the program to help improve the quality of academic enrichment opportunities.

Students' attendance in the after-school program will be monitored regularly. Daily attendance sheets are used to count the total attendance for the day. The school sites have a goal of 98 percent attendance during the school day. The after-school program helps support this goal by encouraging students to be in school daily and by providing exciting opportunities that encourage students to attend daily. The after-school program attendance goal is 100 percent.

# Funding

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The California Department of Education considers the After School Education and Safety (ASES) program and the Expanded Learning Opportunities Program (ELO-P) to be a single, comprehensive program. Funding for these programs comes from different grants with different spending requirements. These funding streams need to be coordinated, with the state's expectation that the most stringent spending requirements will be adopted for the comprehensive program.

## **EXPANDED LEARNING OPPORTUNITIES PROGRAM FUNDING**

Newport-Mesa Unified School District (NMUSD) operates nine ASES programs and six robust summer programs. All programs currently operate on school campuses, and the expanded program will continue to operate on school campuses.

The district's intention is to use ELO-P funds to enhance and expand the current ASES program offerings conducted by Project Kidz Connect. Partnerships with community-based organizations will provide enrichment opportunities. The educational partners will hold classes on campuses in rotations of seven to eight weeks. Students who are enrolled or not enrolled in ASES will have the opportunity to sign up for the enrichment rotations.

NMUSD is reviewing and updating current policies and procedures to ensure that requirements of all grants and funding are satisfied. In addition, the district is also reviewing and updating policies and procedures, such as attendance requirements and the early release policy, to ensure accessibility and flexibility for students and families.

## **TRANSITIONAL KINDERGARTEN AND PRESCHOOL FUNDING**

The Director of Early and Expanded Learning is also coordinating the Universal Prekindergarten (UPK) strategic planning team. The UPK strategic team is currently engaged in a series of meetings with various education partners, as well as gathering input and feedback from parents/guardians and the community.

The final UPK Plan will include details in the following focus areas that also will include ELO-P:

- Focus Area A: Vision and Coherence
- Focus Area B: Community Engagement and Partnerships
- Focus Area C: Workforce Recruitment and Professional Learning
- Focus Area D: Curriculum, Instruction, and Assessment
- Focus Area E: District Facilities, Services, and Operations

FUNDING

The UPK strategic team is discussing job descriptions (need for updating versus new), appropriate space and facilities, program design and instruction, schedules, etc. These will be addressed in the UPK Plan. The intent is for the UPK Plan to be presented to the NMUSD Board of Education in May and considered for Board approval in June.

Table 8 shows a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program (CSPP) for children enrolled in transitional kindergarten (TK) or kindergarten (K), will be combined with the instructional day to create a minimum of nine hours per day of programming.

**Table 8. Sample Program Schedule and Funding Sources**

Program Choice	Sample Program and Schedule	Funding
Transitional Kindergarten	<ul style="list-style-type: none"> <li>• 7:30 am–Breakfast</li> <li>• 8:00 am–3:00 pm–Class schedule, including:               <ul style="list-style-type: none"> <li>• <b>Learning Centers:</b> Including but not limited to Dramatic Play Center, Creative/Art Center, Music Center, Building/Block Center, Discovery/Science Center, Pre-reading and Pre-writing Center</li> <li>• <b>Large Group Time:</b> Including but not limited to calendar, read aloud, early literacy skills, and math</li> <li>• <b>Outside Time</b></li> <li>• <b>Small Group:</b> Table time for differentiated instruction</li> <li>• <b>Rest/quiet time:</b> After lunch</li> </ul> </li> <li>• 3:00-6:00 pm–After-school programs including:               <ul style="list-style-type: none"> <li>• Quiet time</li> <li>• Social-emotional learning (SEL) activity</li> <li>• Story time</li> <li>• Art activity</li> <li>• Homework packet help</li> <li>• Indoor exploration</li> <li>• Outdoor exploration/gross motor activities</li> </ul> </li> </ul>	<p>Funding for after-school care staffing for 10 TK children and 10 K children:</p> <ul style="list-style-type: none"> <li>• Multi-funded Early Learning Instructional Aides (CSPP and ELO-P), 10:00 am-6:00 p.m.</li> <li>• ASES/ELO-P grant for Project Kidz Connect instructional assistants, 3:00-6:00 pm</li> </ul>

Please see Table 4, page 22 for a sample schedule for a minimum nine-hour summer or intersession day for TK/K children.