

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

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46120(b)(2)**

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New Jerusalem Elementary School District ELOP Plan

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

Local Educational Agency (LEA) Name: New Jerusalem Elementary School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. New Jerusalem School
2. New Jerusalem Charter School
3. Delta Charter Elementary School
4. Delta Home Charter

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the 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.

The proposed sites are located on school campuses:

- New Jerusalem School
- Delta Charter Elementary School

Additional travel for students to attend the program is not required.

The following measures will be established to ensure a safe and supportive expanding learning environment:

- Location of students are known throughout the duration of the program through measures, such as sign-in and sign-out sheets
- Staff are required to always wear a name badge in order to be easily identifiable by students, parents, and all staff.
- Staff ensures that student emergency contact information is current by reviewing it with parents/guardians and updating, if necessary, monthly.
- Staff are CPR and first-aid certified.
- Expanded learning programs are incorporated into existing school emergency response and safety plans. Program staff must identify primary and secondary evacuation locations and are trained in the student reunification process.
- Staff and students participate in practice drills on a regular basis.
- Programs are equipped with emergency response backpacks filled with critical survival items, such as non-latex gloves, first-aid kit, flashlight, and emergency blanket.
- Staff are trained on the communication protocol and whom to report to (e.g., expanded learning site coordinator/supervisor, school administrator) in the event of a health or safety incident, or behavioral issues. Training will also include steps for proper written documentation of such incidents. The school site safety plan will incorporate the ELOP program and procedures.

The proposed ELOP program provides a safe and supportive environment that promotes developmental, social-emotional, and physical needs of students by staffing the program with qualified individuals who:

- Have excellent communication skills.
- Are knowledgeable of the communities in which sites are located, where students are recruited from and reside, and local resources and services that are available to support students and their families beyond the program.
- Represent the diverse culture of the student population being served.
- Are interested in serving as role models for diverse student populations.
- Are adept at actively engaging youth to build positive relationships and foster student involvement.

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- Have the capability to intervene calmly when youth are experiencing difficulties or are engaged in physically or emotionally unsafe behaviors.

2—Active and Engaged Learning

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

The program will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day by incorporating the following:

Program Goals	Projected Key Activities
Academic Assistance	
<i>Tutoring</i>	1 on 1 tutoring
<i>Homework Assistance</i>	Small Group tutoring / Supplementation of School Day Learning
<i>Extension of the regular school day</i>	Activities that align with our schools learning philosophy and also follow common core standards
<i>Instruction Support</i>	On site educators, SJCOE, Region 6, Conferences
<i>Subject matter support</i>	Site Teachers / School District Support
Volunteers	All sites may recruit volunteers for support
Staff Meetings	All Site Mgr. will attend teacher meetings
Educational Enrichment	
<i>Fine Arts</i>	Food Art / Painting / Art Clubs / Reader Theater / Dance
<i>Physical Fitness</i>	SPARK/Dance / Tumbling / Karate/Power Play/Intramural Sport Leagues/FIT/Skillastics
<i>Health Promotion</i>	Health Educator / Health Ed. Classes/ School Garden/ Cooking Club
<i>Literacy</i>	LitArt Reading Curriclum
<i>Career Learning</i>	Guest Speakers / Demonstrations/Employment Mentoring

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Professional Development	
<i>Paraprofessional Training</i>	Staff testing(required Every Student Succeeds Act) CODESP Testing that meets the minimal qualifications for paraprofessionals as stated by school district requirements.
<i>Region 6/ SJCOE Staff Development</i>	Various Staff Development Sessions which can include: <ul style="list-style-type: none"> • Boost Collaborative • Youth Mental Health First Aid • Social Emotional Learning • Legacy Summit • Active Shooter • Leadership • Classroom Management
<i>Other</i>	STEAM, Bullying, Service Learning, Tennis, Soccer, Social and Emotional, Self-Care, Intramural Sports,
	FIT, Skillastic
	Social media
	Classroom Management, Lesson Planning
Multicultural Month	Multicultural Lessons and Projects
Field Trips	WOW Museum,FabLab,Star Lab, Lodi Lake,Durham Ferry,Museums, Color the Skies Art Camp
STEAM	STEAM Hub,STEAM projects

The above table shows how the different enrichment and academic opportunities provide intentional effort by incorporating the efforts of youth, adults, schools, government agencies and community partners to provide opportunities for youth to enhance their interests, skills, and abilities. The above table also shows the different enrichment and academic opportunities which

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are student centered and acquire a deeper knowledge through an active approach. One example would be the garden club. Students build, design, and cultivate their school garden. With deeper knowledge of gardening and what foods are in season, students can showcase what they have grown for their peers and conduct a farm to fork approach. Students will have the opportunity to have an authentic way to share projects to a wider community audience.

3–Skill Building

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

The program will provide opportunities for students to experience skill building by implementing education literacy and educational enrichment activities that will contribute to the improvement of student academic achievement as well as overall student success.

The educational and literacy element of the program is centered on aligning the curriculum to the regular school day and using extension lessons to help the student’s master skills and concepts. Providing experiences beyond the classroom by allowing students to explore the world beyond the classroom. The enrichment piece allows students to experience real world activities that connect to the community. Students participate in activities that are both engaging and educational. The enrichment components generated through ideas from both students and facilitators. The enrichment is academic, California State Standards based and teaches a variety of concepts such as service learning, youth development, life skills, health and nutrition and resiliency. The activities are age and grade level appropriate. Facilitators incorporate math, language arts, science, and social studies concepts into the activities. Facilitators also incorporate STEAM based activities that help bridge the ethnic and gender gaps sometimes found in math and science fields. STEAM prepares our students with the technological innovations they will experience in their lifetime. The program allows students to be in a safe and structured environment while parents are working. Without the planned activities, the students will not have the opportunity to thrive in an environment that encourages exploration and creative expression. The planned program allows students to uncover their potential and uncover their interest and be part of their own community.

4–Youth Voice and Leadership:

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

The program will provide opportunities for students to engage in youth voice and leadership by utilizing student feedback, assessment, and evaluations. This will be determined through New Jerusalem School District School District existing CQI efforts. Quantitative and qualitative results will be the main driver of development of training, curricula, and projects that meet students’ needs and interests. The Expanded Learning Programs Coordinator will also work closely with school administrators to determine how assessment results can be integrated with the instructional day, while meeting challenging state and local academic standards. New Jerusalem

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School District School District has already been working on new collaborations to secure training and curricula for projects and activities determined through ongoing assessments to be of high interest to students, teachers, and the community, such as creative writing, intramural sports, robotics and coding classes, farm to fork projects, and multi-cultural dancing.

A key component of the ELOP program is to engage youth in authentic and meaningful leadership roles. New Jerusalem School District students will have multiple opportunities to take on leadership roles, participate in activities that are essential to the design and implementation of the program, participate in group discussions, and reflect on learning experiences.

Youth voice is an integral piece of program design and implementation. Students currently provide input and feedback regarding program design through participation in New Jerusalem School District ongoing self-assessment, such as focus groups and student surveys that are conducted. Program staff, school administrators, and parent advisory committees seriously consider student input regarding development or modification of program practices, curricula, policies, and opportunities for student leadership.

- Sports clubs
- Game clubs
- Debate clubs
- Arts and crafts clubs
- Computer coding clubs
- Weekly Karate classes

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The program will provide opportunities for students to engage in healthy choices and behaviors by aligning the school wellness plan to the ELOP to include:

- Moderate to vigorous physical activity
- Nutrition education
- Social and Emotional Learning training
- Peer Support and Recognition
- Parent and Family Involvement
- Hands on Activities/Promote Active Play
- Field Trips and Outdoor Activities
- Bridging services for students such as medical and dental services
- Healthy eating habits
- Partnerships within the community that promote health and wellness.

New Jerusalem School District currently, and will continue to, implement healthy practices, and program activities that align with school wellness plans adopted by school districts. New Jerusalem School District believe that children need access to healthy foods and opportunities for physical activity to grow, learn, and thrive, and good health fosters student attendance and academic success.

A healthy snack paid out of the ELOP dollars will be provided to all students participating in the program.

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Snack menus are developed by month and are displayed for student and parent information. Expanded learning program staff tracks the number of students who receive snacks daily and reports the information to the respective school district's food services department every month(if required). Snacks served make positive contributions to the diet and health of youth. Furthermore, the program focuses on serving fruits and vegetables as the primary snack, and beverages must meet nutritional standards. Practices that promote healthy choices and behaviors, include, but are not limited to:

- Snacks and beverages include appealing and attractive options for youth.
- Snacks and beverages are served in clean and pleasant settings, and meet minimum nutrition guidelines.

Expanded learning programs will offer a range of physical activities that meet the needs, interests, and abilities of all students, including boys, girls, students with physical challenges, and students with special healthcare needs. Physical activity opportunities will not be withheld as punishment and will not be used for punishment. Integration of physical activity will compliment and fully embrace regular physical activity as a personal behavior. Program staff will:

- Provide information to students about the benefits of physical activity, including physical health, mental well being and disease prevention.
- Help students set specific, achievable and measurable physical activity goals.
- Create a supportive and inclusive environment.
- Conduct regular check ins with students.
- Promote a variety of activities and encourage students to try new activities.

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6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Expanded learning programs will create an environment in which student’s experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identify and expression.

Programs will do this by providing ample opportunities for students to share their own diverse experiences and backgrounds. This can be done with Cultural Show and Tell. Students can organize sessions where they can bring in items, foods or artifacts that represent their cultural background and share stories and explanations about them.

Field Trips and Virtual can be incorporated into the program. This can include visits to local museums, cultural centers and historical sites. Exploring virtual tours on-line for immersive learning experiences.

Community Involvement: Engage with local community groups and cultural organizations.

New Jerusalem School District serves a diverse population of students in rural unincorporated areas and urban areas. Members recognize that barriers exist which prevent students from participating and receiving services that would increase academic achievement. The program has put measures in place to increase accessibility and equity, and reduce barriers to enrollment and participation, such as:

- **Homework assistance and tutoring** – program staff and tutors will work with students in small learning groups and on an individual basis to provide homework assistance and tutoring services.
- **Transportation** – most of the geographic areas within the school district boundaries of the proposed schools consist of areas where students can walk to and from the program or parents can pick up their child.
- **Inclusive Program Design** - the program will consider various learning styles, abilities and backgrounds.
- **Culturally Relevant Content** - curriculum and activities will reflect the cultural diversity of the participants.

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- **Language Support** - materials and instructions will accommodate students who are English Language learners.
- **Priority enrollment** – priority enrollment will be given to foster and homeless youth, Free and Reduces and EL Learners. Second priority enrollment will be given to students who are at risk of failing. These students will receive priority enrollment through a pre-registration process. Students will also receive additional support services and relate to local resources to minimize challenges and barriers.
- **English Language Learners (ELL)** - program staff will work with ELLs in small learning groups and on an individual basis to support academic needs, vocabulary, and English language acquisition. Program staff will re-visit lessons and concepts learned during the instructional day and assist English Language learners with planning for future learning by looking ahead at lessons to be delivered. Furthermore, programs will hire bilingual aides to support academic achievement.
- **Community Engagement** - Collaboration with the community and cultural centers to enhance the programs cultural relevance.
- **Positive Behavior Support** - Implementation of positive behavior support strategies to encourage desired behaviors and address challenging behaviors.

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7—Quality Staff

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

The program will provide opportunities to for student to engage with quality staff by engaging in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. The program will retain para educators to help support students with special needs. Stipends will also be offered to certificated teachers to help support the Expanded Learning Program with intervention, academic support, coaching and enrichment support.

The program provides staff and volunteers with:

- Clear titles and job descriptions
- Continuous training and professional development
- Resources and materials to deliver activities

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- On-the-job coaching

The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program. The program supports staff with competitive pay and creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

Staff Level:

Staff demonstrate ability to:

- Deliver a program that meets grant requirements.
- Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities.
- Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons.
- Welcome and engage volunteers in roles that meaningfully and effectively support student learning.

Staff exhibit:

- Integrity, professionalism, caring, and competency as a positive role model.
- Commitment to building positive relationships with a culturally, linguistically, and socioeconomically diverse community of students, staff, and parents.

Participant Level:

- Participants are involved in the staff selection process.
- Participants have trusting and positive relationships with staff.

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8—Clear Vision, Mission, and Purpose

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

MISSION

To improve student achievement by supporting New Jerusalem Elementary School District's authorized charter schools, positively reshaping the public-school landscape, and advancing opportunities for innovation and expanded high-quality public-school choice.

VISION

For all students to have access to high-quality, publicly-funded school options.

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.

New Jerusalem Elementary School District will work with local community members to provide hands on experiences such as farming, STEM, and physical activities. South Tracy Fire Department will host field trips and fire safety presentations.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

New Jerusalem School District has an established continuous quality improvement process that it currently uses for its expanded learning sites. School and community needs will be identified through review and analysis of information and data sets from various sources, such as community needs assessments, California Healthy Kids Survey, U.S. Census Bureau, state testing results, SARC’s, and New Jerusalem School District ongoing self-assessment results. The Expanded Learning Coordinator has an established procedure for getting consent to collect information from program stakeholders, and for information and data collection that protects their confidentiality.

11—Program Management

Describe the plan for program management.

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The budget supports the overall purpose of the program by funding expenditures that are necessary for the operation of a quality program, such as:

- Books and supplies – office and program materials and supplies, such as STEM kits, printer cartridges, and copying necessary for the daily operations of the program.
- Services and other operating expenditures – mileage for personnel to attend program meetings, travel and conference.
- Subcontracts and agreements – for participating schools to provide direct services to students; professional evaluation services; and other contractors that provide academic support and enrichment services.
- Indirect – support general costs not directly attributed to the grant program, such as utilities, operations, supervision, and other general administrative support.
- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Purchase of EZReports – a web-based Expanded Learning management and reporting software. EZ Reports meets the data collection and reporting requirements of the California Department of Education

SJCOE’s Expanded Learning Coordinator will oversee and be responsible for the overall grant program. The coordinator will prepare all meeting agendas; keep meeting minutes; disseminate information and materials; provide budget updates; facilitate professional development opportunities; provide training and technical assistance; secure additional resources from various sources; access countywide resources; and assist sites with statewide and local assessment and evaluation. The Expanded Learning Coordinator will also conduct site visits at least twice per year, or more if needed, to assess curricula and program compliance, conduct student and staff interviews, and review personnel records to ensure program staff meet minimum qualifications requirements for all positions and comprehensive activities.

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Each ELOP program will have a site supervisor/coordinator who will oversee the daily operation of the expanded learning program and be responsible for supervising instructional aides/paraprofessionals. Instructional aides/paraprofessionals will report directly to the site supervisor/coordinator. Instructional aides/paraprofessionals will perform a wide variety of academic support, such as homework assistance, tutoring, working in small learning groups; and enrichment services, such as setting up art education materials and supplies, and helping students with service-learning projects. This position will assist the site supervisor/coordinator in providing quality learning intervention skills that promote academic competency in core subject areas. Instructional aides/paraprofessionals will project genuine enthusiasm, lead group activities, support students as leaders, have effective communication skills, and assist in the development of lessons and activities.

ELOP meetings will be held monthly. Site supervisors /coordinators must actively participate in meetings. Frequency of site level meetings will vary based on the size of the program, specific student, and community needs, and staffing levels. Meetings at the site level will be scheduled by the site supervisor/coordinator and may occur once per month, or as frequently as once per week.

Program Plan Guide Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Our plan for recruiting and preparing staff to work and serve transitional kindergarten and kindergarten students is as follows:

1. Fall of 2023 the program would begin the recruitment and hiring of program staff. The program plans to hire as soon as possible to begin to provide professional development to ensure that staff is providing developmentally appropriate activities and care to students. The plan is to advertise and recruit para educators with experience working with children.
2. The district will work closely with staff to provide continuous support in early childhood development and curriculum that is developmentally appropriate. The professional development plan includes opportunities for collaboration between TK/K teachers and program staff.
3. Program will hire sufficient staff to maintain the ratio of 10:1. The program will include having a staff substitute list.

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Sample Program Schedule

Transitional Kindergarten-8th Grade

Sample Schedule- T, W, TH, F

7:00am-8:00am Before School
Program

8:00-2:45 Instructional time, which
includes small group and whole
group instruction, physical
education, art and recess.

2:45-3:45 Power Hour -includes
homework help and reading
curriculum

3:45-4:15 Snack

4:15-5:00 Enrichment

Sample Schedule- Monday

7:00-8:00 Before School Program

8:00-1:35 Instructional time, which
includes small group and whole
group instruction, physical
education, art and recess.

1:35-2:35 Power Hour- Includes
homework help and tutoring

2:35-3:00 Snack/recess

3:00-5:00 Enrichment

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Summer Intersession Schedule:

Time-In	Time-Out	Program
7:00am	8:00am	Check-in Before School and Enrichment
8:00am	8:30am	Recess and Breakfast
8:30am	12:00 pm	Academics: Math and Reading
12:00 pm	1:00 pm	Lunch/Recess
1:00 pm	5:00pm	Enrichment activities: STEM, physical fitness, art, various clubs