

Expanded Learning Opportunities Program Plan Guide

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

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

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 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**.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

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.

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

Explain 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.

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 constituents 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.

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

Detail 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.

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. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

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

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

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.

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. Include how the ELO-P will provide access 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

Staff Engagement

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

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.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Candidates are prescreened for talents and characteristics that would enhance the Expanded Learning Program prior to participating in a personal interview. Successful candidates move forward to background, health and legal screenings. The Recruitment Manager verifies paperwork for accuracy, checks references and confirms all district, state and federal employment qualifications are fulfilled. Tuberculosis clearances are completed through the Center's local partnership. No Child Left Behind certification is confirmed through Natomas Unified School District. The Center's Associate Director is certified as a CA Department of Justice Custodian of Records. The Center's Program Coordinators, confirms and communicates with district representatives to ensure minimum requirements for staff are met via form submissions and shared staff roster spreadsheets.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The Center's staff are life-long learners and participate in training workshops, education enhancement and professional development opportunities to continuously improve individual and collective performance. These learning opportunities are developed in response to current needs and trends within the expanded learning programs. Training content is determined through a needs assessment, grant compliance, and federal, state and NUSD guidelines. At each level of the organization strategic training and career development are offered to provide pathways for advancement and to encourage retention. These areas include: training, education, and professional development. Technical training activities enhance specific job proficiency. Education workshops focus on evidence-based strategies and interventions. Finally, professional development emphasizes strength-based leadership capacity building to ensure 21st century leadership is present within our Expanded Learning programs. Expanded Learning staff participate in training offered by NUSD and the Sacramento County Office of Education Region 3. Program Managers participate in a monthly professional development series focused on strength-based leadership enhancement via Lane 9 Master Classes. Communities of

Practice groups are offered to Program Managers with a focus on specific areas of Expanded Learning such as leadership development and STEAM enrichment. Associate Director and Program Coordinators meet with Program Managers on a semi-annual basis for individual reflection to assess, plan, and improve programming. Performance review meetings include quality assurance and leadership development feedback. Team Leaders participate in monthly staff meetings and quarterly conferences to master skills. Program Manager provides additional training to expanded learning staff to ensure full alignment with the regular school day. Additional teacher meetings are scheduled as needed. Agency-wide training is offered through tri-mester cohorts that include multiple workshop offerings in alignment to agency initiatives of literacy, healthy choices & behaviors, and STEAM. Flexibility for site-specific training is available.

8—Clear Vision, Mission, and Purpose

Explain 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

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

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 constituents 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 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.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Collaborative partners that are involved in assessing, planning and improving the Expanded Learning plan are agency administrators, program staff, school admin and LGA Admin. After assessment and evaluation, Program Managers update action plans accordingly to implement continuous quality improvement. Improvements and changes are updated on the program plan on a trimester basis and are reviewed with agency administration during mid-year and end-of-the-year performance reviews.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

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 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 lea

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

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.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

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

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☐ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

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.

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. (See [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?

We do not have Kindergarten pupils

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Our LEA offers information about the Expanded Learning Opportunities Program (ELO-P) through ParentSquare, which is our primary communication platform with families. Details about our ROAR Academy (after-school program under ELO-P) are posted prior to the start of the school year and continue to be shared throughout the first few weeks of school.

ParentSquare allows families to select their preferred language, ensuring that all messages—including announcements, reminders, and enrollment information—are automatically translated. This ensures that our communication is both culturally and linguistically appropriate and accessible to all families in our school community.

In addition to digital communication, schools may also share information through front office staff, school newsletters, and in-person support for families who need assistance completing forms or accessing the platform in their preferred language

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and

its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

No field trips were taken

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

No fees are charged

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

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	Check-in Attendance, Snack, & Active Break/Restroom
3:55 PM - 4:30 PM	Academic Support (center rotation) 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	Enrichment 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	Lunch
1:00 PM - 3:00 PM	STEAM Challenge, Academic Enrichment, Mileage Club
3:00 PM - 3:15 PM	Expanding Minds Check-in Attendance, Restroom Break, Classroom, Snack
3:15 PM - 3:45 PM	Enrichment rotation 1 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	Enrichment rotation 2 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

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.