

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN 2022-23



**Local Educational Agency (LEA) Name:** Newhall School District

**County District School Code:** 19648320000000

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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Dr. J Michael McGrath Elementary
  2. Meadows Elementary
  3. Newhall Elementary
  4. Oak Hills Elementary
  5. Old Orchard Elementary
  6. Peachland Elementary
  7. Pico Canyon Elementary
  8. Stevenson Ranch Elementary
  9. Valencia Valley Elementary
  10. Wiley Canyon Elementary
- .

**Partnering Community Based Organization Name: RISE Educational Services (DBA RISE School Programs)**

Contact Name: Dr. Francisco Rodriguez, President  
Contact Email: [frankrodz@riseed.org](mailto:frankrodz@riseed.org)  
Contact Phone: 661 904-9697

Schools: McGrath, Newhall

**Partnering Community Based Organization Names: SCV Boys and Girls Club**

Contact Name: Matt Nelson  
Contact Email: [Matthewn@svcbgc.org](mailto:Matthewn@svcbgc.org)  
Contact Phone: 661 254-2582

Schools: Old Orchard, Wiley Canyon

**Partnering Community Based Organization Names: Sandsar, Inc.**

Contact Name: Sandra Denkovski  
Contact Email: [sandysandsar@gmail.com](mailto:sandysandsar@gmail.com)  
Contact Phone: 661 251-3182

Schools: Peachland

**Partnering Community Based Organization Names: Sunshine Day Camp**

Contact Name: Mick Mehl, CEO  
Contact Email: [mick@sunshinedaycamp.com](mailto:mick@sunshinedaycamp.com)  
Contact Phone: 661 904-7394

Schools: Oak Hills, Pico Canyon, Stevenson Ranch, Valencia Valley

**Partnering Community Based Organization Names: YMCA**

Contact Name: Erin Weiss  
Contact Email: [ErinWeiss@ymcala.org](mailto:ErinWeiss@ymcala.org)  
Contact Phone: 661-298-7151

Schools: Meadows, Wiley Canyon

# Expanded Learning Opportunities Program Plan Guide

## 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.**

Programs will be delivered on site at the 10 District elementary schools, after school during the school year, and up to 30 intersession dates (sample schedules included under General Questions).

The Newhall School District (NSD) and its partner Community Based Organizations (CBO's) listed above offer a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students. The program managers works closely with the district administration and school principals to create school-aligned health and safety procedures.

The programs develops policies and procedures to:

- Clearly document health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs and participants.
- Ensure that staff is easily identifiable with ID badges.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the program.
- Clearly document and communicate any incident.
- Maintain an accessible list of students with current emergency contacts in a portable binder and in the office files.

In order to nurture a positive environment:

- Staff respectfully welcomes each participant each day.
- Staff acknowledges positive behavior through the use of weekly and monthly awards and implements a positive behavior plan to complement what is used during the school day.
- A positive relationship between school site and program leadership is maintained.
- Proactive parent/student meetings are held to foster positive 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.**

Newhall School District is committed to a seamless program design, where the after school and intersession programs flow directly from the expectations- at the curriculum and instruction levels- of its rigorous academic program, while including enrichment activities that students enjoy and add to their well roundedness.

The existing programs have distinctive strengths that drive continuous and sustainable alignment with the regular school day and Newhall School District Best Practices. In order to increase this alignment, the next three years will focus on:

- The district making its pacing guides and curriculum available to the ASES staff. This knowledge of the content that is being taught in the regular school day will help the staff create engaging enrichment lesson plans to support that content.
- CBO staff collaborating with grade level teachers, which will enable them to focus homework assistance time, as well as work with students on needed skills such as sight words, academic vocabulary and math facts/concepts.
- Allowing CBO staff access to computer lab, science lab, library and stage, which will allow for myriad educational enrichment activities that align with the school day and enhance academic performance.

Built around the 4 E's of Engage, Explain, Explore, Expand, the ELO program in EUSD will offer a variety of enrichment activities that include engineering lessons, art projects, digital citizenship and social emotional learning.

Among the offerings that NSD students in the ELO program will have access to:

- Themed enrichment for full-days
- Field trips (during summer):
- LEGO robotics
- STEM
- Arts
  - Theater
  - Dance
  - Visual arts
- Teamwork (sports)
- Literacy building through enrichment
- Public speaking and communication
- Fitness and nutrition

### **3—Skill Building**

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

The ELO program at NSD will provide opportunities for students to build skills both in traditional curricular areas, as well as in often less developed areas, like public speaking. This will be achieved through:

- Structured academic time that includes support with Homework during school year in addition to sight words, high-frequency word lists, and math facts.
- Staff organizing participants in groups to work with a clear purpose.
- Staff activities designed to support collaborative interaction.
- Students have access to use chromebooks to support their learning.

CBO Program Managers will also work with district and site administrators to promote communication between their staff and district teachers in order to be sure that staff follows school goals and initiatives in order to support students in improving literacy and math skills.

### **4—Youth Voice and Leadership**

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

When giving students a voice and leadership responsibility, it is important to not just provide the opportunity, but also to enhance the skills necessary to succeed when given that responsibility. To do that, the ELO program will:

- Conduct student surveys 2 times per year, offering input into the program design.
- Implement Ambassador and Junior Staff programs- student leaders who can offer support to staff and leadership for younger students.
- Implement a student advisory council for younger grades.
- Provide student choice in the design of clubs and additional activities.
- Offer a Theater club as staffing becomes available – teaching leadership and student voice, and enhancing the ability to communicate with larger audiences.

## **5—Healthy Choices and Behaviors**

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

The ELO program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices.

The program helps staff promote healthy lifestyles by providing professional development and training regarding the daily nutrition program.

Staff participates in professional development around fitness using the *Sparks* program, as well as the RISE Up Fitness program, and the program incorporates nutrition and physical activity into the program design daily.

The district's Child Nutrition Department, which also provides training to program staff on nutrition and healthy food choices. The meal program meets the California Nutritional Requirements. A sample of a menu is shown below:

### **1<sup>st</sup> Menu Option**

Mini Bagel= 1 grain

Peanut Butter and Jelly Cup= 2 M/MA

Sliced Pears=  $\frac{1}{4}$  c.

Celery Sticks=  $\frac{1}{2}$  c.

8 oz. Fluid Milk Options (nonfat chocolate and 1% low-fat white fluid milk)

### **2<sup>nd</sup> Menu Option**

Sandwich, Peanut Butter & Jelly = 1 grain & 1 M/MA

String Cheese = 1 M/A

Pears (canned & sliced) =  $\frac{1}{4}$  c. fruit

Green Beans=  $\frac{1}{2}$  c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

### **3<sup>rd</sup> Menu Option**

Cornbread Muffin= 1 grain

2 String Cheese= 2 M/MA

Peaches (canned, sliced, in light syrup)= $\frac{1}{4}$  c.

Green Beans=  $\frac{1}{2}$  c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

### **4<sup>th</sup> Menu Option**

Animal Crackers= 1 grain

Strawberry Yogurt= 1 M/MA

String Cheese= 1 M/MA

Applesauce=  $\frac{1}{4}$  c.

Broccoli Florets (Raw)= ½ c.

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

In addition to the nutrition and fitness components around physical activity, program goals also include:

- student gardens
- sports program
- digital citizenship

## **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.**

The District ELO program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, and gender identity and expression.

The programs will actively recruit and hire staff that reflects the community of the students served, with a special emphasis on hiring bilingual staff at each site to improve the ability to communicate with some parents. The programs are aware of and seek information and strategies to support participants' needs by collaborating with the principal, school team, and families. School staff are enlisted to coach ELO staff in supporting the needs of the students, including in training around social and emotional needs.

In order to meet the needs of students with disabilities, the District will coordinate collaboration with school and district special education staff.

Transportation will be provided as necessary during the summer program in order to ensure that students are able to attend, and multimodal outreach will include flyers, email, and automated phone calls to actively inform all parents of qualifying students about program offerings.

## **7—Quality Staff**

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

The programs will engage in a rigorous recruitment and hiring process. All staff are provided with clear title and job description, continuous training and professional

development, resources and materials to deliver activities, and on-the-job coaching from their program leadership staff. The programs also support staff with information regarding program requirements that affect their day-to-day operations.

The minimum requirements for Program Instructors in the ELO program are similar to those that the District uses to hire instructional aides. These include:

Be a high school graduate

Pass an academic test

Pass a health screening that includes current TB clearance

Pass Livescan fingerprint clearance

The district's CBOSs are equal opportunity employers committed to hiring a qualified and diverse staff. In order to recruit and retain qualified staff, they begin the hiring process with staff who have been trained at the district level and are found to be competent by site administrators both for teaching and project leader positions. This includes district teachers, substitute teachers, and instructional and recreational aides.

In order to retain qualified staff, the CBOS make an effort to provide employment opportunities during off-seasons and outside of the program hours. As an incentive to continue employment, the CBOS also offers incremental pay increases as staff accrues service time in order to reward qualified staff who are retained through the evaluation process. Staff members will be formally evaluated at various points during the school year by the Program Manager and Site Coordinator. Using a rubric, they will be evaluated on various factors including their ability to lesson plan, maintain student safety, and overall work ethic and attitude. Site Coordinators will also be able to informally evaluate the staff at their sites and provide training during biweekly staff meetings. Staff meetings will also provide an opportunity for Site Coordinators and Program Instructors to collaborate on the enrichment programs provided at each site, and to have ongoing conversations about the CQI process.

Each CBO offers multiple professional development opportunities to its staff members and continuous quality improvement at a program level is built into their operating tenets.

## **8—Clear Vision, Mission, and Purpose**

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

The mission of the Newhall School District's ELO program is to deliver value-added expanded learning programs that support and reinforce academic achievement that provide fitness and enrichment opportunities in a safe and supportive environment supervised by engaged, caring adults.



In order to do that, it is important to be cognizant of the needs and opinions of all stakeholders to determine what “value-added” means to a particular district.

Every school will distribute an end-of-year survey to the parents of all students. A second survey will be distributed specifically to the parents of English Learners. The data will be collected and shared with each school site.

Based on the needs assessment, the goals of the ELO programs will include, but are not limited to:

- Provide expanded learning opportunities
- Provide organized recreation and sports
- Provide quality academic support
- Provide a safe environment for students after school and during breaks as most families are commuters
- Provide engaging and diverse enrichment learning opportunities

## **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.**

The District is partnering with various CBOs to offer its ELO program in a variety of formats. The District has extensive background with each CBO. CBO’s with existing ASES programs will expand their program, while others will open up enrollment spots at no charge to the parents for students who qualify for the program but are in schools with relatively small pockets of qualifying students.

## **10—Continuous Quality Improvement**

**Describe the program’s Continuous Quality Improvement plan.**

The ELO program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve the program design, outcomes, and impact. A timeline has been established to clearly define the Improvement process and roles and responsibilities for each person are clearly defined, both within the school district and its partners.

The programs will record and keep track of the information they collect in a manner that protects confidentiality of all stakeholders. The program will share lessons learned and key outcomes with the District Board of Trustees annually.

Staff demonstrate their commitment to continuous improvement on a daily basis through regular reflection and self assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.

Effectiveness for the District ELO Program will be evaluated through the analysis of attendance data reported to CDE as required. In addition, each of the school sites will look at discipline, overall school attendance, to determine the overall effectiveness of the program at the site and for specific students.

## **11—Program Management**

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

The Newhall School District has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The district's partners will be responsible for daily program management, in collaboration with district and site administrators.

### **Program Plan and Implementation Review**

Ongoing review of the program plan and its implementation will be regularly scheduled between the CBOs and district leadership. Program implementation will be adjusted based on the needs of students. In addition, district leadership will encourage site administrators to meet and collaborate with CBOS leadership to make sure the program is meeting each site's needs.

## **General Questions**

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

**ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

The school district currently runs three elementary-level ASES programs. Students will be able to be dual enrolled and participate in summer and other intersession programs as offered through ELOP. The school district's Early Release policy will be modified to more closely align with the ELOP verbiage around attendance requirements.

## **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?**

The NSD and its collaborating partners will ensure that staffing and program quality expectations are met by:

- Collaboration with district Preschool and TK/K staff
- Classrooms of 20:2 students to staff ratios
- Recruitment and placement of ECE college students from local colleges

## **Sample Program Schedule**

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

**School Days:** Beginning Implementation in Fall 2022 with the following goals:

- increase attendance in existing ASES or other existing after school programs, including the elimination of any waiting lists at any district elementary school
- offer the parents of qualifying students who are in schools that do not have existing ASES providers to enroll at no charge in those programs, in order to receive program benefits
- Increase staffing in TK/K classrooms, to move to 10-1 ratio (or 20-2)
- Align ASES and ELOP early release policies

## **After School Schedule (180 days X 3-3.5 hrs = 540-630 student hours)**

- Snack and recess (30 min)
- Academic support time (40 min)
- Fitness (20 min)
- Specialty Enrichment (40 min)
- Social Emotional Learning (20 min)

**Intersession:** Beginning implementation with a pilot 2 week summer program at one district school in summer 2022. Additionally, based on identified need:

- Offer up to six weeks of a full day program during recess periods.

**Intersession Sample Schedule (30 days x 8:00-5:00 = 270 student hours)**

8:00 – 8:30a: Breakfast/Sign in

8:35 – 8:55: Fitness Run

9:00 – 9:55: ELA

10:00 - 10:40: Themed/Specialty Enrichment

10:45 – 11:40: Math

11:45 – 12:15: Lunch

12:20 – 12:40: Recess

12:45 – 1:25: Themed/Specialty Enrichment

1:30 – 1:50: SEL

1:55 – 2:10: Recess

2:15 – 2:30: Snack

2:35 – 2:55: Fitness

3:00 – 4:45: Student choice (intramural sports, crafts, language, STEM)

4:50 – 5:00: Cleanup and dismissal