Expanded Learning Opportunities
Program Plan Guide

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

Local Educational Agency (LEA) Name: Newark Unified 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.

2021-22

1. August Schilling Elementary
2. Coyote Hills Elementary
3. Lincoln Elementary

2022-23

Birch Grove Primary, Birch Grove Intermediate, Kennedy, and Newark Junior High School will be added.

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students’ Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning
experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. *(EC Section 8482.1(a))*

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC Section 8482.1*. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. *(EC Section 46120(e)(1))*

**Instructions**

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC Section 8482.3(g)(1)*. LEAs are encouraged to 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program.

The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at [https://www.cde.ca.gov/ls/ex/qualstandcqi.asp](https://www.cde.ca.gov/ls/ex/qualstandcqi.asp).

**1—Safe and Supportive Environment**

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.
A familiar and supportive environment is important to all students, especially students that may be impacted by additional stressors such as housing or food insecurity or other the racial or cultural barriers. We identified 3 schools that currently hold the majority of our unduplicated pupils in TK-6th grade. These schools are Schilling Elementary, Lincoln Elementary, and Coyote Hills Elementary. These three sites will host the ELOP program on campus and in classrooms for the 2021-22 school year. In the 2022-23 school year, we plan to extend after-school enrichment opportunities to all TK-6 school sites.

School leaders, in partnership with the extended day partners, will ensure that there is a smooth transition for all students as they move from the end of the school day into the extended day. For those students that need to transition from another NUSD K-6 school site to one of these 3 elementary extended day programs in the 2021-22 school year, there is a process to check these students in by or before 3:00pm each day. As we expand to all elementary sites, we expect to not need a check-in process for students moving between sites.

With regard to summer school and intersession offerings, we will be hosting these programs at Schilling Elementary School and Newark Junior High School. In June 2022, we will provide a 4 week summer school at Schilling Elementary for TK-5th graders. In August of 2022, we will provide a Summer Bridge for a incoming 6th graders to Newark Junior High School. We have led summer enrichment offerings in years past, so expect that the systems and structures for families and students regarding safety and access to support will largely be the same.

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.

We will engage with 2 primary types of partners to build out our extended learning program offerings.

The primary partner is Think Together, which is a state-wide model of after-school and summer school programming. Think Together is currently offering after-school academic and enrichment activities at Coyote Hills and Schilling Elementary Schools, serving about 180 students. Think Together has a proven model and staff that are dedicated to monitoring the quality and consistency of the program to ensure that all students have a supportive, active, and engaging experience during these extended hours. In addition, their summer program targets instruction to decrease the likelihood of learning loss in core areas, while building community and connection through group play and field trips.

We hope to combine new relationships with local, non-profit arts and activity organizations with the established partnership we have with Think Together in order to provide a robust set of offerings. We have many past relationships with Newark-located organizations that provide music, drama, dance, and athletics. Over the next few months we will formalize partnerships with a few organizations to develop a rotation of arts and athletic offerings that will be built into the extended learning day, but not duplicate any
activities or curricular offerings already at the school sites.

Think Together will act as the manager of all the extended day activities, making sure that attendance, transitions, and snacks are provided for students.

3—Skill Building

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

Students will have various opportunities throughout different elements of the program to experience skill building. During the homework support component, Think Together provides dedicated time and a clear structure for guided homework support as a core component of the daily program schedule. The homework component focuses on supporting individual student understanding of the assigned content, while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to support student skill building as well as greater confidence and success in the classroom with his/her teacher. During physical activity students experience skill building as they

- Development of motor skills,
- Development of knowledge of movement concepts, principles and strategies;
- Activities to develop and maintain a level of physical fitness to improve health and performance,
- Development of knowledge of physical fitness concepts, principles and strategies, and
- Development of knowledge and use of the psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.

Think Together delivers an active and engaging program designed to support academic and social milestones from cradle to college. Think Together intentionally supports student achievement by implementing researched-based skill building activities that have been shown to positively impact student achievement. Think Together’s Logic Model asserts that educational literacy and enrichment activities produce outcomes in social emotional competency, habits of mind, and career and college readiness. Research shows that “increased social emotional (SEL) competencies are linked to greater academic achievement (e.g., improve grades, test scores, graduation rates, and success in college/career). By targeting specific SEL competencies through meaningful SEL interventions, students can expand their SEL capabilities; these capabilities subsequently improve their educational outcomes. Focusing on specific SEL skill development can produce higher academic achievement, especially for higher need students.” (Borman, et al, Impacting 9th grade Educational Outcomes: Results from a Three-Year Randomized Controlled Trial “[BARR Report”]. 2018)

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice
Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

Students receive training/coaching to develop leadership skills, as they execute leadership roles within the program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning/after school program include:

- Youth led activities (e.g. agreements, announcements)
- Youth leadership team (meets to plan program activities and events)
- Intentionally build relationships with and among youth and staff through activities, conversations, and positive interactions
- Activities during opening promote relationship building (youth vs. youth, youth vs. staff, staff vs. staff, group vs. group) Staff can participate by motivating and encouraging students, staff may not participate in physical activities.

Club offerings reflect the interests of the students and/or the skills and talents of the staff. Students are regularly surveyed for input about the content of these clubs. These clubs end in a culminating event such as a showcase, gallery, or other sharing of the students’ work and learning. During these clubs, disguised learning reinforces the core academics as appropriate and student leadership is promoted.

5—Healthy Choices and Behaviors

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

NUSD will continue its policies regarding healthy eating habits and positive behavior throughout the expanded learning day.

With regard to behavior, all schools use a PBIS (Positive Behavior Incentive System) to support students to make good choices and receive supportive correction prior to disciplinary action. These systems will extend into the after-school and intersession program through close collaboration between the Think Together and the school and District leadership. Currently, Think Together staff have effective communication with
site leaders to ensure adequate follow-up when and if students exhibit concerning behaviors during after-school hours.

Nutrition will also be provided in accordance with the current guidelines followed by our Child Nutrition Department. For after-school hours, students will be offered a supper option, which will include an after school snack. In the summer school or intersession program, students will receive the full day set of meals, which will include breakfast, snacks, lunch, and an after-school snack in alignment with NSLP ASP. We will use funds from ELO-P to pay for additional meal services by our Child Nutrition staff.

The program leaders ensure that District and school wellness plans are shared and that strategies are developed to align after school program activities to wellness plan initiatives as appropriate. In general, the after school program operated by Think Together works to support the District’s commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social emotional learning.

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.

Newark prides itself on the diversity of our community, and we are committed to providing every student excellent educational opportunities and support to address historical inequities. We are excited about expanding our partnership with Think Together because they are a proven partner in providing quality after-school support and educational opportunities to students. According to their annual report, 86% of students report enjoying coming to school more since coming to Think Together and 94% of students in Think Together report that they feel that they belong. This sense of inclusion and connection between school and after-care programs is a critical part of supporting access and impact for youth of all backgrounds and capacities. In addition, staff from Think Together are recruited from our immediate community and reflect the cultural identities and backgrounds of our students. We see this diversity as a massive asset to the work we do with you.

The ELO-P funds will also be used to support our Summer School offerings to expand the enrichment activities available to students. This year we are focused on arts experiences, such as drama, music, and dance, for our elementary summer school students. We realize that many students have not been able to participate in an arts-expanded curriculum within the school day and hope to provide high quality experiences through the summer programming. TK-3 students in summer school will also get access to targeted instruction for English Learners through a program called Summer Bridge, a curriculum and professional learning model guided by Sobrato Early Academic Literacy (SEAL).
7—Quality Staff

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

Think Together and NUSD partner together to recruit and retain high quality staff. In fact, we have found that some recent graduates from NUSD, as well as family members of our current students have joined the Think Together staff. Think Together has various levels of staff to ensure the quality of the program will be maintained as the work is expanded to new school sites and new students and families. As we scale up, Think Together will provide a Quality Assurance Coach to monitor the after-school program and a Site Coordinator that will be the on-site supervisor managing the day-to-day operations. Both the QA coach and Site Coordinator support Program Leaders who lead classrooms and act as a positive adult role model, coach, and mentor.

With regard to summer school, students will have the first part of their day focused on academic enrichment with a member of our NTA staff. We will make sure that we have provided strong matches between teacher experience and grade level and focus content areas.

8—Clear Vision, Mission, and Purpose

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

NUSD and Think Together believe that high quality, expanded learning opportunities can change the odds for our students. We believe that the mentorship relationships, academic support, and engaging activities can disrupt predictable patterns of achievement, especially for our low income, foster youth, unhouse students and families, and our students that are multilingual. We believe that this program and the partnership can equip our students with the tools that they need to succeed, can equip our schools with the solutions that extend productive engagement, and can equip our families with stronger connections to student learning.

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.

We are in the process of developing a detailed contract with Think Together as our primary partner in the work of expanding our after-school and intersession offerings. This partnership will ensure that the ASES program that is already in place aligns well with the ELO-P plans and functions as one, District-wide program. We want to ensure that families have a seamless experience. They see Think Together as part of our NUSD family. NUSD and Think Together collaborate extensively around planning, implementing and updating program plans.
10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

NUSD in partnership with Think Together, is committed to ensuring that the expanded learning/after school program operates in alignment to the established Quality Standards for Expanded Learning in California. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other District/Think Together leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Think Together Core Program Assessment (CPA), and regular stakeholder feedback tools are used to assess the program and inform the CPI progress.

At Think Together, data reflection sessions are used to assess the needs of students & staff, and to brainstorm collaborative strategies to make necessary improvements to respond to findings. On-going site observations, refresher trainings, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the District/school site promotes transparency and allows for shared ownership, commitment & accountability to identified program improvements.

11—Program Management

Describe the plan for program management.

The established partnership between Think Together and NUSD has always included strong communication and management of the program. School administrators and Think Together Program Coordinators work together to manage the day-to-day operations of the program to ensure all the necessary resources are available for our students during the extended day. In addition, NUSD Pupil Services Coordinator and the East Bay Regional Manager and Quality Assurance Coach from Think Together have quarterly touch points and annual reporting requirements that make sure that resources are being used well, to reflect on enrollment and staffing, and to adjust plans based on any challenges or trends that we notice. This process is in alignment with all of the ASES and ELO-P grant requirements.

There is an additional level of management within the Think Together organization, which (as mentioned earlier) does extensive data collection and training to ensure that there is a consistent program and that the staff have the skill and information they need to be a coach, mentor, and learner alongside our students.

General Questions

Existing After School Education and Safety (ASES) and 21st Century Community Learning
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 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.

Our current ASES Program is carried out by Think Together at Schilling Elementary School, Coyote Hills Elementary School, and Newark Junior High School. These 3 schools will continue and expand services for after-school, extended learning. We are using the model established through ASES to add 1 additional school site this year, and we plan to add 3 more next year. The after school program and intercession will continue to be offered free to all students, but we may reevaluate this as we learn more about the community interest and demand for these services. However, we will continue provide priority enrollment to students that meet the requirements of the grant (e.g. foster, unhoused, english learner students).

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?

ThinkTogether is in alignment with all of the state student and teacher ratios to ensure compliance and quality services for students.

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.
### ELOP PLAN - WINTER 2022

#### SEAL
For TK-3 ELs only 2 hours each day

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**NUSD TK-5 Summer School Enrichment**

**SCHILLING**

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**Extended Day During the School Year 2021-22**
Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department’s guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.
EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section
41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.