

Encore Expanded Learning Program Plan Guide

**EXPANDED LEARNING OPPORTUNITIES PROGRAM  
PLAN GUIDE**

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Great Schools  
Successful Kids

## **1–Safe and Supportive Environment**

*Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.*

**The program provides a safe and nurturing environment that supports all student's developmental, social-emotional, and physical needs.**

The program is committed to a shared vision of student success and a common vocabulary for Social-Emotional Learning. The Encore Expanded Learning Program builds upon existing programs and initiatives from Educational Services and Child Welfare and Attendance, including PBIS, SEL, and emergency preparedness. The Encore Expanded Learning Program also commits to recognizing and honoring academics in and out of the classroom. These tenets are embedded in all aspects of the program and encompass the Quality Standards for Expanded Learning. A safe and supportive environment focuses on the physical safety of students and emotional support in developing lifelong skills. Michael Funk described social-emotional learning as the “knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships and make responsible decisions.”

### **Safe Environment**

The District placed all Encore Expanded Learning Programs on school property except for the Nicolas and Ladera Vista Junior High Schools. The Valencia Park Boys and Girls Club Branch is on an adjacent community center within view of the school site. Students walk from the school to the joint use community center under team member supervision. Encore Expanded Learning Programs also uses shared spaces like classrooms, playgrounds, other service areas, and the use of the community center. All Encore Expanded Learning Programs team members follow school district protocols and participate in training relative to campus physical safety.

### **Physical Safety**

Staff receives ongoing training in multiple areas:

- First Aid/CPR
- Onsite Emergency Procedures
- Campus Drills
- Monthly Emergency/Radio Training
- Participation in District Emergency Management Program
- Active Shooter Training (Knowledge Saves Lives)
- Written Emergency Procedures
- Preparedness and Drills
- Timely Issues affecting children and families
- Adverse Childhood Experiences (ACEs)
- Social-Emotional Learning
- PBIS

- Diversity, Equity, and Inclusion

### **Preparedness and Drills Includes Earthquake, Fire, Lockdown**

As part of the Fullerton School District, the Expanded Learning Opportunities Program must maintain safe environments for students to learn and develop with qualified staff to support students. Emergency Preparedness is a critical component in meeting these expectations; therefore, we prioritize emergencies and natural disasters preparation. EXL Site Supervisors and team staff develop an “ICS” Incident Command System that models the school ICS, but with afterschool specifics. The Encore Expanded Learning Program team will follow the guidance of the Site Supervisor when doing a drill and provide feedback to improve emergency preparedness. In addition, EXL teams will conduct fire, earthquake, or lockdown drills monthly to ensure adequate emergency preparation.

### **Bullying Policy**

The Board of Trustees for the Fullerton School District recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall physically, verbally, or by other means harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any other student or school personnel in a systematic or reoccurring manner.

Cyberbullying includes transmitting harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies. It can include using a telephone, computer, or any wireless communication device on school premises or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity to damage or victimize that person's reputation.

Students are encouraged to notify school staff when they, or their peers, suspect bullying. School staff that witness bullying shall immediately intervene to stop the incident when it is safe. (Education Code 234.1) Students may submit a verbal or written complaint of conduct they consider bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved by site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

### **Guidance Towards Self-Regulation**

One role of the Encore Expanded Learning Program team is to guide the child so that they understand appropriate and inappropriate behavior to be able to self-regulate their behaviors. The goal is for the child to learn to control impulses, self-discipline, and become intrinsically

motivated. It is important to understand appropriate behavioral expectations for each stage of development (Identified in the developmental theories portion provided to all staff).

## **Behavior and Classroom Management/Support Classroom Management**

Generally, classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. ([www.cultofpedagogy.com](http://www.cultofpedagogy.com)) As the school developed its Positive Behavior Interventions and Supports (PBIS) plans in recent years, the Expanded Learning team also adopted those plans. Focusing on using positive language, the team developed an EXL-specific behavior matrix.

Continuous professional development is a critical component of providing a safe environment for the students. The expanded learning team works closely with the Student Support Services and Child Welfare and Attendance (CWA) department to provide the latest training for behavior management, social-emotional well-being, and mental health support. Recently, a district psychologist provided Suicide Risk Assessment and School Violence Risk Assessment to the Expanded Learning Site Leads. CWA worked closely with the Encore Expanded Learning Program Leadership team to develop the PBIS Behavior Matrix.

### **Behavior Management**

*Behavior management* is a process that guides people to change their actions within a specific context. Staff implement behavior management to change challenging behaviors and habits such as those that occur in education and behavioral health. The process involves

- identifying the problematic behavior,
- raising awareness about alternative behaviors,
- changing the environment to reduce challenging behaviors, and
- offering positive reinforcement to encourage alternative behaviors (reference.com).

The Encore Expanded Learning Program team uses behavior/classroom management skills to meet the needs of students while participating in indoor/outdoor experiences. Team staff must verbally remind and review students of behavior expectations to maintain safe learning environments.

<b>Classroom Management</b>	<b>Behavior Management</b>
<b>Components:</b> <ul style="list-style-type: none"> <li>• Materials management</li> <li>• Policies and procedures</li> <li>• Classroom layout</li> <li>• Time Management</li> <li>• Instruction</li> <li>• Preventive</li> </ul>	<b>Components:</b> <ul style="list-style-type: none"> <li>• Reducing problem behaviors</li> <li>• Teaching productive behaviors</li> <li>• Consequences of behaviors</li> <li>• Cumulative process for managing chronic problem behaviors</li> <li>• Can incorporate social skills</li> <li>• Preventive</li> </ul>
<ul style="list-style-type: none"> <li>• Designed for the whole class</li> </ul>	<ul style="list-style-type: none"> <li>• Design for particular students needing</li> </ul>

	additional support
• Seen every day in classrooms	• Seen only as needed in classrooms
• Routine-driven	• Consequences-driven



## Supportive Environment-Social Emotional

### Ongoing Professional Development with SEL Integrated Enrichment Curriculum

Social-Emotional Learning (SEL) is how people learn to manage their emotions, interact with others, and achieve goals. The Every Monday Matters curriculum develops life skills through weekly lessons. Expanded learning programs expertise in SEL can support these outcomes:

**Self-awareness:** Young people can recognize and understand their identity and feelings. Self-management allows young people to regulate and monitor their behaviors, feelings, and impulses to make responsible decisions, maintain focus, and achieve goals.

**Social awareness:** Young people have the capacity for empathy, and they can consider and appreciate the diverse feelings, perspectives, and personal contexts of others. Developing

interpersonal skills allows young people to use effective communication and collaboration skills to establish and maintain positive and productive relationships.

**Self-efficacy:** Young people believe in their capabilities and ability to learn, achieve goals and succeed. Through a growth mindset (WE CAN), young people realize that they can, through their efforts, grow in their intelligence and abilities.

SEL is essential to success in school, work, and life. SEL skills support student learning of the Common Core State Standards and college and career readiness. SEL skills prepare students to be successful adults. SEL is also important for developing healthy relationships, productive careers, and socially conscious, engaged citizens.

### **Shared Resources:**

- California's Social and Emotional Learning Guiding Principles
- [CASEL](#)
- Social-Emotional Learning in Expanded Learning Programs
- Social and Emotional Learning in California: A Guide to Resources
- [Search Institute's 40 Developmental Assets](#)
- [Social-Emotional Learning Collaborating States Initiative](#)

## **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.*

Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

Many agencies work in tandem to support the Fullerton community in educational, social, recreational, health, and safety objectives. In collaboration with our Community-Based Organization, these agencies develop support systems for children and families. The primary goal of the Encore Expanded Learning Program is for our students to receive opportunities to improve academic achievement in reading and math in addition to all of the core academic subjects, and participate in a myriad of enrichment experiences.

**Academic Assistance:** The Encore Expanded Learning Program team creates a seamless transition from the educational school day to the afterschool program. Site Supervisors and the Encore Expanded Learning Program team meet as needed with grade-level teachers to determine the support needed for the afterschool program to meet the needs of each student. The Encore Expanded Learning Program team takes a holistic approach to learning; they differentiate instruction. We will continue to implement the current models of educational support. This model includes daily academic assistance, mentoring, classroom teacher communication, parents/guardians, access to technology, internal/external motivators for

academic success, and establishing a consistently positive relationship with students. The Encore Expanded Learning Program team also integrates educational interventions as needed to support the students' needs.

Further, the Expanded Learning team blends differentiated/personalized instruction through project-based learning with enrichment experiences. The after school programs Site Supervisors create and develop daily lesson plans that align with Common Core State Standards (CCSS), CDE Expanded Learning Quality Standards, Next Generation Science Standards (NGSS), and Search Institutes Forty Developmental Assets. The Encore Expanded Learning Program facilitates engaging, quality, purposeful, and intentional enrichment experiences. The daily enrichment aligns with what each grade level is learning during the school day, and we facilitate the opportunity for the students to do the projects that they do not get to do during the day.

To address the achievement gap, we will utilize resources from Educational Services and school sites. Science, Technology, Engineering, Arts, and Math (STEAM) captures and engages student learning.

**Enrichment:** This grant provides additional enrichment experiences to complement existing programs. The Encore Expanded Learning Program team designs recreation and education activities to have carryover value that provides intrinsic protective factors and supports resiliency skills development. Their experience may spark an interest or uncover a special gift that will set them on a pathway to success. Through participation, children/youth will learn to make appropriate choices during their leisure time (Recreation and Education in School-age Programs, Marilee Cosgrove, 2004). A May 2007 study by researchers at the University of California, Irvine, and the University of Wisconsin, Madison, and Policy Studies Associates, Inc. linked regular participation in high-quality afterschool programs to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. According to research, after school programs nurture positive interpersonal relationships and actively engage students through a blend of recreational, arts, and enrichment activities.

**Clubs, Hobbies, the Arts:** Participating in clubs and hobbies provides experiences for students to socialize, build confidence, develop personal skills, team building, conflict resolution, and most importantly, demonstrate the opportunities available. Clubs can include sports, ceramics, fine art, theater, choral, film, other technology, cartooning, construction, gardening, culinary, thematic schemes, physical fitness, collections, and more. Collaboration with our community partners will enable students to participate in many arts experiences. These experiences include music, dance lessons, mastering fine art skills in print, collage, sculpture, photography, and more.

### **3–Skill Building**

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

The Encore Expanded Learning Program builds upon the safety and sense of belonging established through positive relationships and integrated support systems to provide rich learning experiences and knowledge development. By maintaining high expectations for all students and intentionally linking program goals and curricula with 21st-century skills to develop skills, habits, and mindsets, students thrive and engage in their growth.

The Encore Expanded Learning Program team will challenge students through specialized clubs, workshops, and activities. In doing so, students will be presented with opportunities to build their skills in STEAM, sports, arts, games, and more.

The Encore Expanded Learning Program will offer intercessions during the summer including JumpStart for English Language Learners, Summer Learning Academy for academic interventions, and Encore Summer Camp for creativity and innovation. The programs provide participants a place to develop their soft skills and academics.

## **4–Youth Voice and Leadership**

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

The Encore Expanded Learning Program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

**Leadership:** Leadership opportunities exist in various ways, such as introducing the six pillars of character: caring, fairness, respect, reasonability, and trustworthiness. Leadership enables children to demonstrate their skills, interests, and knowledge. Encore Expanded Learning Program team members integrate behavior management, bullying, interpersonal relationships, and social-emotional development throughout the leadership component. Researchers examining benefits for students link extracurricular activities with student engagement. The findings conclude that extracurricular activities appeal to student interests, encourage peer interaction, prompt cooperation, build student-adult relationships, provide structure and challenge, and draw students, especially minorities and women, to science.

### **Youth Voice**

**What It Means:** Programs authentically partner with our youth to build their leadership skills. Young people are involved in meaningful opportunities to plan, implement, and evaluate program activities.

**Why It Matters:** Young people are more likely to stay engaged in the program when adults include their ideas and contributions, placing their interests at the center.

**What Effective Practices Look Like:**



- Staff value and encourage youth voice and expression. Youth have the opportunity to make meaningful choices about activities in the program.
  - Youth serve as leaders and mentors to each other.
  - Staff supports youth leadership development through appropriate skill-building opportunities (e.g. goals setting, planning).
  - Youth input and contributions are encouraged in activity planning, implementation, and evaluation. As young people gain experience, their input and contributions become increasingly sophisticated.
- Staff provides opportunities for reflection and student work showcase.

At FSD, students' self identity, opportunities and experiences, and impact to the community have been a focus within the district to help guide students to become more confident in expressing their learning needs and goals, in addition to building student agency and leadership. Leadership, Student Ambassadors program, PATHfinder group, and such programs will be offered for students to utilize their voice and exercise leadership skills.

Enrichment activities will include opportunities for students to work in teams to collaborate and develop a stronger youth voice and leadership. Students will also have an opportunity to engage in an array of enrichment activities, some of them tailored to student input (robotics, coding, Rubix cube, chess, sports, drones, STEM, etc). Student input and feedback will be gathered through surveys and conversations with each age group to determine future enrichment opportunities and troubleshooting to ensure that our programs are setting out what they intended to do.

## **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 program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle.

The Wellness Advocacy Council is a group of community and school stakeholders that meet four times a year to promote and advise on the Wellness Policy within the Fullerton School District. Committee members are from the community and the school district, including the Orange County Health Agency, Fullerton Collaborative, Council PTA, St. Jude's Hospital, the Dairy Council, teachers, nurses, psychologists, and administrators. The afterschool program has direct involvement in supporting the established district goals to ensure a seamless transition between the school day and the after school program. The Encore Expanded Learning Program integrates these components into the outline for daily operations and specific program content areas identified throughout the quality standards.

### **Specific focus areas**

1. Physical education and activity
2. Nutrition environment and services
3. Social-emotional climate
4. Family Engagement
5. Community Involvement

School Nurses also are available to provide health and safety instruction.

### **Supper Program and Nutrition Services**

In partnership with Fullerton School District Nutrition Services Department, the Encore Expanded Learning Program will provide a daily supper and snack that meets California Department of Education Nutritional Guidelines. The Site Supervisor will document food allergies and dietary restrictions to accommodate the child's needs.

### **Physical Health**

The mission is to provide our at-promise students with enrichment experiences to provide personal achievement through goal setting, character development, adult mentoring, and improved health. Students may participate in athletic activities such as basketball, flag football, soccer, and more. Physical activity is well associated with improved overall health. Physical activities programs help school-aged children develop social skills, improve mental health, and reduce risk-taking behaviors (*Patel D.R., & Luckstead E.F. Sports participation, risk-taking, and health risk behaviors. Adolesc Med. 2000;11:141-155*). Opportunities engaging in physical activity correlate to the benefits described in California After School Physical Activity Guidelines.

### **Benefits**

- Improved academic performance;
- Improved brain function, including the ability to concentrate and focus;
- Healthy growth and development;
- Lower risk of becoming overweight;
- Lower risk of developing chronic health conditions such as type 2 diabetes,
- Heart disease and high blood pressure;
- Reduced stress and symptoms of depression and anxiety;
- Increased feelings of self-worth and self-esteem.

## **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 Encore Expanded Learning Program creates an environment where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, or gender identity and expression. The District developed a framework to support employees in understanding these three critical ideas through the Framework for Cultivating Diversity, Equity, and Inclusion. The braiding of these two crucial principles allows for a flow of information, resources, and support.

The Encore Expanded Learning Program creates a safe and adaptive environment, recognizing that culture, family, and personal history are core to a young person's identity formation. The Encore Expanded Learning Program provides children/youth with an opportunity to explore their identity within the context of their own culture and others, thereby deepening young people's sense of self-esteem and increasing their openness and understanding toward all people. This opportunity is evident in the use of curriculum by Shell Education on Strategies for Culturally and Linguistically Responsive Teaching and Learning. Also, the examination of culture identifies within hands-on engagement through the arts and celebratory festivals (*Minnesota Guide to Affect After School Practices*).

### **Best Practices**

- The Encore Expanded Learning Program cultivates an inclusive environment where all youth and families are welcome and respected.
- The team members create a safe atmosphere for children and youth to explore their own identity, including cultural beliefs and practices.
- Youth are encouraged to be their whole selves, honoring their culture, sense of self, and life experiences.
- The administration makes a genuine effort to ensure staff reflects our young people's diverse race, gender, culture, sexual orientation, language, and special needs.
- Team members meet youth "where they are" and respond to their unique interests, conditions, and abilities. Young people's cultures are recognized and understood.
- Team members design individualized accommodations to support active engagement from the diverse student population, including ELL, disabilities, allergies, medical alerts and potential barriers to participation.
- Team members meet these accommodations through ongoing communication between Student Support Services, the teacher, the family, and the Encore Expanded Learning Program team.
- Encore Expanded Learning Program teams have developed safe spaces and calm down areas for children/youth in the program.

### **Accessibility**

All facilities are strategically located within walking distance so all families can participate. Further, in cases where transportation is a barrier to participation, the Fullerton School District and the Boys & Girls Clubs provide this service to increase access.

## **7–Quality Staff**

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

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation, and improvement.

Expanded learning programs are part of Educational Services. The Director holds a Master of Arts in Educational Leadership and an administrative credential from Concordia University with 20 years of experience as an educator, specialist, coordinator, and director. Many of the personnel working within the afterschool programs have received a bachelor's degree or higher in education, human services, or liberal studies and complete requirements for multiple subject teaching credentials. In addition to the site staff, certificated teachers support this program. All team members receive Live Scan screening, and Educational Services team members train First Aid/CPR employees with up-to-date certification.

Each program location has an onsite Supervisor who actively delivers services and staff supervision. The ratio is 1:10 for TK-K and 1:20 for grades 1 through 6. When needed, the Site Supervisor may also step in to help meet ratio requirements. Further, the team members are trained in inclusion methods to allow equitable access for special needs children. Facilities are wheelchair accessible.

**Educational Services Program Specialist, After School Program Specialist, and Supervisor of Educational Services:** The Educational Services Program specialist holds a Masters in Educational Technology, a Bachelors in Liberal Studies, a Multiple Subject Teaching Credential, and is in the process of obtaining an Administrative Credential, and oversees all programmatic components of the Encore Expanded Learning Program at FSD. The After School Programs Specialist holds a Bachelor's Degree in Liberal Studies, a Multiple Subject Teaching Credential, and holds a Child Development Directors Permit, and oversees programmatic components of The Lab and ASES. The Supervisor of Educational Services holds a Degree in Child Development or a related field and oversees all programmatic components. To ensure program quality, the administrators provide broad-based training opportunities and bimonthly meetings with site leads, parents/guardians, community-based partners, and essential school personnel. They are responsible for working with each school to maintain documents for program compliance. The employee also communicates to school administration, parent advisory councils, and other school site personnel.

**Teachers:** Teachers are Certificated Personnel with a Multiple Subject Credential who will collaborate with the Site Lead to assess student learning and design enrichment curriculum to support academic learning objectives. The teacher also provides specific instruction such as sewing, woodshop, band, reading club, digital creativity, career pathways, robotics, speech and debate, and Math Olympics.

**Site Supervisors:** Many of the Site Supervisors hold a Bachelors' or a combination of education and experience equal to a minimum of 48 units with 12 units in school-age child development. Their overall responsibility is onsite program operations and supervision. They

assist in program coordination, direct activities, and assign personnel as needed to provide a positive environment for children. They interpret provisions of law, rules, regulations, and district policy to staff, other agencies, and the public; establish and maintain effective working relationships; communicate effectively both orally and in writing with team members, parents, students, the community, and District personnel.

**Instructional Assistants:** Instructional assistants hold a minimum of 6 college credits in child development and two years of experience. They adapt activities, assignments, and materials to allow all students to perform at different learning levels. They also design an integrated curriculum aligned to content standards and implement these experiences through clubs, hobbies, and special events.

**Community Partners:** The community partners in which the Encore Expanded Learning Program will partner with will follow the general guidelines and screening process of applicants that the FSD has set forth to ensure that our students are in good hands. These community partners will be experts in their fields and provide high quality experiences and enrichment opportunities for our students.

**Nurses:** The Encore Expanded Learning Program nurse holds a Registered Nurse degree and supports the program by providing instruction on wellness to students. They also support the Encore Expanded Learning Program by providing parent workshops and First Aid/CPR certification. They also discuss and inform the team on health-related issues.

**Volunteers:** Volunteers include parents, college interns, and high school students. Volunteers enhance opportunities for children and are not in place of paid staff to maintain ratios or overall program quality. Before placement in the afterschool program, volunteers will be interviewed, fingerprinted, and provided district and Expanded Learning expectations for Volunteers

When placing team members and volunteers, the administration considers the balance of talents and skills at each program site. It ensures consistent academic assistance along with a multitude of enrichment opportunities.

Human Resources recruit new team members through Edjoin, website, word of mouth, and recruitment fairs. They receive an extensive orientation with an employee handbook, which is program-specific in addition to the policies and procedures of the organization. The potential team members complete a skills and interests assessment during the interview process. The new employee is on six-month probation with an evaluation every two months. General training includes overall program operations, classroom management, inclusions, universal precautions, emergency operations, child abuse mandated reporter, CPR/First aid, health, safety, and nutrition. In addition, training is delivered annually to all program staff, including volunteers, collaborative members, site leads, instructional aides, and administrative personnel.

Staff development includes strategies for active engagement aligned to NGSS, Common Core content standards in art, drama, games, math, music, science, and social studies. After the

initial training, the Encore Expanded Learning Program team develops weekly lesson plans and correlates the activity to a California Department of Education content standard. In addition, training focuses on leadership, 40 Developmental Assets, and behavior management/guidance/bullying. Additional training by other resources includes Orange County Department of Education System of Support Expanded Learning & Student Achievement and Wellness, BOOST Conference, and site-specific content presented by other professional organizations.

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

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

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation, and improvement. We balance the specific mission and purpose of the expanded learning program with district and school goals.

### **Vision**

Our vision is to make a positive impact on our students' lives by providing a transformative experience that fosters confidence and readiness to be successful.

### **Mission**

Our afterschool program empowers, enriches, and inspires students to ignite their passion for learning. We offer diverse opportunities tailored to meet the needs and interests of all students, from academic enrichment to extracurricular opportunities, and leadership development. It is our mission to defend and promote the potential of all students by providing a developmentally appropriate and caring environment that supports social, emotional, cognitive, and physical development. We are committed to establishing a partnership in which parents, program staff, and community partners collaborate to engage students in ways that are inclusive, inspiring, and joyful.

### **Values**

The program’s values align with the District’s Framework for Cultivating Diversity, Equity, and Inclusion. We believe we must recognize and be aware of each person’s right to self-identify. We build empathy and mutual respect through knowledge and acceptance of each person’s diversity. We demonstrate and recognize diversity by providing an inclusive and equitable environment. We uphold the framework through seven specific areas:

- Collaboration
- Integrity
- Respect
- Communication

- Lead Learner
- Empathy
- Student-centered

## 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 program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, and the community.

It is a team that works together to train/educate staff and design the curriculum. The Encore Expanded Learning Programs team creates activities to ensure academic assistance and well-rounded enrichment programs correlate to the California Department of Education content standards. The administrative team schedules small group collaborative meetings to address the community needs and the organization's mission. Through collaboration, the community has benefited from a seamless support system of volunteers, adult tutors, instructional materials, transportation, facility use, projects for youth, and other resources.

We work closely with our families to achieve the following goals:

- Empower community residents to have an active role in issues that affect their lives by increased involvement in community-based organizations;
- Advocate for and enhance the city-wide coordinated network of services for families in need to support a positive educational environment and increase access to these services;
- Establish structure and policies through which leadership is shared among collaborative partners to sustain programs and services.

**All the Arts for All the Kids Foundation:** This established and successful arts education program provides students with additional lessons in music, visual art, dance, theater, and digital filmmaking.

**ASEP SoCal:** This organization provides students with lessons in chess strategies and game play, rubix cube strategies, and writing skills through their comic creators series.

**CNJ Sports:** This organization provides students with professional, expert-led sports skills clinics to help develop gross physical motor skills, leadership and sportsmanship on and off the field, increase confidence, and develop conflict resolution skills.

**Playwell Teknologies:** This organization provides students with opportunities to engage in engineering and reverse engineering play with LEGO's, and express their own style through free builds.

**Procademy:** This organization provides students with professional, expert-led basketball skills clinics that help develop gross physical motor skills, increase confidence, and encourage sportsmanship through collaborative game play.

**Breakthrough Sports:** This organization provides students with agility training and skills clinics in a variety of sports. These clinics can help students develop their gross motor skills through game play.

**OC United:** This organization focuses on healing and prevention of trauma through restorative relationships and whole-person care.

**Boys and Girls Club:** This organization offers programs and services to help young people succeed in school, develop leadership skills, and maintain healthy lifestyles.

**Higher Ground:** This organization helps youth at the elementary, middle, and high school level and offer them a positive support system, in a friendly, safe environment.

**Ongoing communication:** The Encore Expanded Learning Program team reinforces constant communication between program supervisors and each program location through daily interactions. A logbook identifies updates, notes to staff, and the daily schedule. School site supervisors confer daily with office personnel regarding attendance and classroom teachers' needs on student performance and ideas for the team members to incorporate to assist students. Collaborative partners meet bi-annually to establish and review program goals and objectives. Grantee and Community-Based Partners meet monthly, whereas site supervisors meet bi-monthly.

## **10–Continuous Quality Improvement**

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

The program uses data from multiple sources to assess its strengths and weaknesses to improve program design, outcomes, and impact continuously.

To support operations and focus on continuous quality improvement, the Educational Services Program Specialists and Supervisor of the Encore Expanded Learning prepared a list of critical areas for Site Supervisors and Instructional Assistants. This information is easily accessed to revisit and change as needed and provides a foundation for our work. Data-driven dialogue is



part of the monthly Site Supervisor meeting to address patterns, trends and develop resources and strategies as required. This data includes parent feedback, the need of the school identified by the principal and school site leadership, and other information gathered from different sources and experiences that support the development of ideas put into action.

The Expanded Learning Opportunities (Encore) program will utilize data from multiple sources to assess the effectiveness of its programs and areas in which improvement can be made. To ensure effective operation of the program and continuous quality improvement, the Encore Expanded Learning Program team will utilize feedback forms, surveys, and follow up meetings with partners and sites will allow for feedback for reflection and program improvement. After each year, the team will evaluate the outcomes of the programs to ensure alignment with the ELO-P requirements and guidelines as well as effective and quality implementation across the district. Updating and enhancing the goals with all partners will also be a priority so that communication and expectations will be clear.

## **11–Program Management**

*Describe the plan for program management.*

Program administrators develop the budget based on the program's mission, vision, and goals as a whole and the site. Based on feedback and program goals, administrators allocate the funding to meet unique needs as determined by the stakeholders.

The program's organizational structure includes the Director of Educational Services, who oversees and manages the program across the District, the Educational Services Program Specialist, the After School Programs Specialist, the Supervisor of Educational Services, who works closely with the Site Supervisors, and the Administrative Specialist. The team works out of the District Office, but can also work directly with students alongside the Site Supervisors and Instructional Assistants. The Supervisor and Site Supervisors work closely to develop engaging projects based on program goals. Then, in conjunction with Instructional Assistants, they design the details of the lessons and activities to meet the needs of their students.

The Director, Program Specialists, Supervisor Educational Services, and Administrative Specialist meet weekly to review and assess the program's progress. The Supervisor and the Site Supervisors meet bi-monthly to design programs and share information, and Site Supervisors and Instructional Assistants meet daily and refine the program as needed. Meetings are usually held face-to-face, either in person or via a video conference.

Also, the Director, Program Specialists, and Supervisor, Educational Services will annually review and revise the program plan based on feedback collected from stakeholders, including students, parents, parents, site administrators, school staff, Encore Expanded Learning Program staff members, and community members. The Encore Expanded Learning Program team created the survey based on the California Quality Standards for Expanded Learning. The electronic questionnaire is sent out multiple times through email, and staff provides a QR Code to the feedback form for easy access to parents.

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. The After School Programs Specialist and the Director of Educational Services manage the fiscal accounting. The Director of Educational Services is responsible for maintaining budget and overall compliance. Business Services submits quarterly expenditures for reporting, then examined by an in-house accountant and reviewed by the Director before submission. In-kind services are recorded and verified with our community partners, and accountants from Nigro & White review program expenditures and other compliance forms annually. Attendance is recorded for each child and monitored daily. Monthly attendance is submitted to the Administrative Specialist for verification with school attendance and sign-in/out sheets. Administrators for the program designate submission timelines for attendance.

Through various sources, staff disseminates program description, components, registration, family literacy, special events, and parent education throughout the community. Families and the community can find information about Expanded: Expanded Learning Program through various mediums and locations:

- Fullerton School District website, flyers, newsletters, onsite parent boards, school office, PTA, school site council, presentations to Board of Trustees, and other groups
- Boys & Girls Club of Fullerton website, banners, brochures
- Higher Ground website
- OC United Website