

Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: New Designs Charter School

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Purpose

This program plan as required by *EC* Section 46120(b)(2). In this program plan, New Designs 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

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 Expanded Learning Opportunities Program (ELOP) will provide a nurturing, safe and supportive environment to students of NDCS and aims to meet their educational, developmental, and social-emotional needs. The program will be offered on-site and will include field trips that have educational benefits. Transportation to and from offsite locations will be provided as part of the program. The program will incorporate both indoors and outdoor activities and will utilize classrooms and outdoor spaces. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. When offering the program indoors, HVAC systems and Air-purifiers will be turned on to provide a good circulation of clean air. All program staff will be trained in safety, first aid, and trauma-informed learning practices and be directed by the Safety Officer. The program will include before school, after school, intersession, and summer. Offering the program on-site reduces the need for transportation and enhances participation. The program staff will work with school staff to conduct required safety drills each year.

2—Active and Engaged Learning

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

The program activities will focus on skill-building, social/emotional learning, and hands-on group work to promote positive social development and create responsible citizens through leadership opportunities. The activities focus on English Language Arts and Math tutoring, arts, music, cooking leadership development, and other enrichment activities. There will be collaboration between the program staff and the regular school day teachers and administrators to ensure that the program activities supplement but does not duplicate the instructional day. The program will also incorporate student input in the planning of educational literacy and enrichment activities to ensure that activities align with student interests to bolster engagement and promote student buy-in. We will also include Social and Emotional Learning (SEL).

Possible Academic Enrichment activities based on school need include:

- Homework Assistance
- Math and English tutoring
- Mathematics Enrichment
- Visual and Performing Arts: (i.e.: drawing, theater, musical instruments, cheer
- Leadership development
- STEM activities
- Cooking
- Photography/Yearbook
- Recreational Components include aerobic exercise, fitness/nutrition education and team sports

3—Skill Building

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

The program will offer academic tutoring in Math and ELA to assist students improve on the skills that they are lacking. The academic enrichment activities will also allow students to experience to develop other soft skills. By including other enrichment activities such as sports, cooking, photography, etc., students will have the opportunity to experience skill building. Students will work in small groups rather than individually. This will allow for students to share and learn from members of the group. There will be a lot of hands-on activities which will also help students to build skills rather than just retain information. Students will also learn study skills and test taking skills.

4—Youth Voice and Leadership

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

Students will be involved in designing the academic, recreational and enrichment, activities offered in the program. This will be done through student surveys and staff needs assessments that discuss need for programs as well as preferences for programming directly informed by views of students themselves. NDCS staff will participate in planning meetings with students' leaders using this feedback and other data points to determine the key activities to be provided.

The NDCS Student Leadership Council will be involved in the planning and evaluation of the program. Staff will work with educational partners to develop youth-led projects and service-learning projects such as fundraisers/awareness to support the homeless shelters, breast cancer awareness, canned food drives, and other special events. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night, Anti-bullying Campaign, campus beautification projects, etc.

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 ELOP will follow the wellness policy of NDCS which is in line with state and national best practices for health and wellness. All programming includes health education, healthy eating and physical activities. Substantial research demonstrates a clear connection between nutrition, physical activity, and learning. At New Designs Charter School (NDCS) we acknowledge that healthy, well-nourished children are more prepared to learn, more likely to attend school, and able to take advantage of educational opportunities. All food and beverages offered during the program hours shall be in compliance with the School Breakfast Program, National School Lunch Program, Child and Adult Care Food Program guidelines. The staff will ensure the creation and maintenance of a school environment which supports healthy lifestyle choices.

Students participate in a variety of physical activities during the program hours. Activities will be led by health and wellness instructors and include a focus on activities such as aerobics, weightlifting, yoga, Zumba, and interactive games and sports. We will partner with organizations such as Fit Kids Gymnastics Center to provide structured fitness programs for our students. Their programs include warm-ups, fitness moves, games, and yoga/mindfulness practice that make fitness fun for kids of all ages.

Students will also participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours. For example, students work as a team to read nutrition labels, identify the ingredients, and then discuss ways to

make better food choices. Working in coordination with nutrition educators, students participate in a routine and ongoing dialogue about the common foods they eat and how those foods affect their health. This is important to long term health because as students are introduced to the roots and origins of their food and how it works in their bodies, they understand how food choices impact their daily lives and health.

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 program will serve all student groups including Latino students and families, African American, White and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures that is a foundational feature of the program. The program will teach students and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. New Designs will ensure that we recruit a diverse program staff that reflect the community we serve. Staff will have professional development services that will include diversity, equity, and sensitivity training, including specific steps on how to reach out to English Learners and students with disabilities to accommodate the physical and developmental abilities of all students served. Staff will receive training in the specific accommodations and services needs for students with disabilities who are in the program. Students with disabilities will receive services as prescribed in their IEPs during the program hours.

Program staff and will actively reach out to parents and students to seek ongoing information and strategies to support student and family needs. The program will provide opportunities for students as well as staff to share experiences from their diverse backgrounds. There will be cultural and ethnic celebration events to recognize the beauty and strength of our diversity. Enrichment opportunities, guided by students themselves, will embrace their diversity and rich cultural heritage. The program will also include annual surveys on diversity, access and equity.

The program staff will meet with the regular day administrators and teachers regularly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and read-alouds.

7—Quality Staff

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

New Designs Charter School ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to recruitment. Our HR Department will ensure that all interviews are conducted per our policy.

New Designs will work with our administrators to ensure that the selection of program staff is based on appropriate qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is a plus. The program will recruit tutors with at least two years of college experience.

8—Clear Vision, Mission, and Purpose

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

New Designs Charter Schools are committed to the development of a college-preparatory learning environment that enables students to become literate, self-motivated, and lifelong learners. New Designs' goal is to prepare its students for advanced careers in the fields of medicine, engineering, information technology, and law and diplomacy. In pursuit of excellence, New Designs Charter Schools prepare students to succeed in a global, diverse, information-based, and technologically advanced society.

In alignment with our mission and vision, the Expanded Learning Opportunities Program for students in grade 6 (priority) and 7th and 8th in collaboration with the afterschool ASES program open to all 6 - 8 students. All of our free Expanded Learning programs will be designed for the purpose of providing exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond. They will do the following:

- Enrichment programs that offer students exposure and access to visual and performing arts
- Physical education and Athletic programs focused on developing physical skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Program Goals

Category	Goal and Objectives	Services and/or Activities
Academic Support	Objective (1): Communicate with teachers about things being learned during the day to try and incorporate similar activities after school Objective (2): Keep track of academic growth through their benchmarks.	Tutoring and homework assistance
Educational Enrichment	Goal: To enhance academic improvement through hands-on activities. Develop the interpersonal skills necessary to be successful personally and academically. Objective (1): Align enrichment clubs to extracurricular activities offered during the day school. Objective (2): Leadership class run by scholars.	STEM Club Visual and Performing Arts program Leadership Club
Athletics/Recreation	Goal: To promote 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.	Basketball Assign rotations, for all grades to participate in the different sports
Youth Involvement & Development	Goal: Create a community of responsible citizens and provide parents with information about the after-school program instructional activities Objective (1): Host open house for the afterschool program to inform parents about ongoing programming and connect them with program objectives Objective (2): Host quarterly meetings with students for each	Open house Meet and Greets Quarterly Parent orientations Student meetings

	grade level to discuss concerns/ changes that need to be made in the program	
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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.

Other partners may include:

Collaborative Partner	Duties/Responsibilities and/or Contributions
Fit Kids Gymnastics	Fitness program
Everybody Dance	Dance and arts programming
Yehowah Medical Services	Health education
After School All Stars	After school program
Para Los Ninos	Mental Health Services and SEL
LA Regional Food Bank	Food access for families
Don Williams Catering	Meals and snacks
Los Angeles Trade Tech College	College and career education

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

New Designs Charter School will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on measures that ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Measures of student success will include school attendance, parent and student satisfaction, academic improvement, and retention rate. To enhance accountability and data-driven best practices, we will use a number of data tracking and monitoring procedures in PowerSchool and Renaissance Star.

11—Program Management

Describe the plan for program management.

The mission of New Designs is to ensure that all students are career ready, and college bound. Through our early college program and our career academies we prepare students for success in college and work. Our after-school program partnership is established to focus on college preparation through academic supports and enrichment activities. Our ELOP program provides opportunities to close gaps in academic achievement and motivate our students to succeed.

The ELOP program operations will fall under the leadership of the principal supported by the AfterSchool Program Coordinator from Aster-School All Stars. The principal and the Afterschool Coordinator will be responsible for managing relationships with school personnel and the partners. There will be monthly meetings between the Principal, Afterschool coordinator and the program staff. The Principal and the Afterschool Coordinator will ensure the day to day running of the program and provide information to parents and partners about upcoming events and activities.