

# **New Joseph Bonnheim Community Charter**

## **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by:

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

**Local Educational Agency (LEA): New Joseph Bonnheim Community Charter**

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

1. New Joseph Bonnheim Community Charter
2. \_\_\_\_\_
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## 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>

At NJB, creating a safe and supportive environment is foundational to their mission, particularly evident in the extended learning programs facilitated by MASTERS through the Center for Fathers and Families. One of the key components of NJB's educational plan is to establish a safe environment that fosters community, a sense of belonging, and self-confidence among its scholars. This commitment to safety is reflected in several practices and policies designed to ensure physical and emotional security. The campus operates as a closed environment with a low leader-to-student ratio, structures mirroring the school day routine, and clearly defined boundaries that uphold high expectations while providing scholars with stability. All team members, including staff and extended learning program facilitators, undergo comprehensive

training in safety drills and protocols. They are equipped with essential resources such as emergency contact binders and school maps, while staff members are equipped with walkie talkies to facilitate communication. Rigorous safety check-ins are conducted regularly to monitor student whereabouts and ensure adherence to safety protocols.

Furthermore, NJB places a significant emphasis on parental involvement and transparency regarding safety measures. Parents or guardians are required to attend orientation sessions where they receive detailed information on school policies, including procedures for student pickup and the necessity for students to be checked out from a designated central location. This orientation underscores the school's commitment to maintaining a secure environment by ensuring that all stakeholders understand and comply with safety protocols. By engaging parents in this manner, NJB strengthens its partnership with families, reinforcing the shared responsibility for maintaining a safe and supportive environment where scholars can thrive academically and socially.

The foundation of the school charter is agriculture which encourages hands on learning and an opportunity to engage in transferrable skills. During the school day the focus is on standards-based instruction which is focused on improving academic outcomes. Through use of the ELOP funds, NJB scholars can take the skills and knowledge in the classroom and use them in meaningful ways. Then in a continuous cycle of learning, scholars return the classroom with a better understanding of why education is relevant to their lives.

The MASTERS program compliments the learning in the classroom by putting the knowledge into practice. For example, applied learning with the MASTERS program may be cultivating and planting a row of crops while at the same time using their math skills to determine how much will be harvested in the fall. To extend this learning even further, Food Literacy provides weekly lessons that allows students to try fruits and vegetables not accessible in the neighborhood market, thus encouraging the enjoyment and participation in growing one's own food on the school farm. Moving into a new school year, the ELOP funds will help develop the worm farm for composting and the chickens for fresh eggs and these programs will be tended to by scholars in the afterschool program who want to better understand the connection between farm to fork; therefore, these scholars will be the caretakers of the farm.

The MASTERS program also provides intervention to supplement learning since more than 50% of scholars fall below the minimum level of mastery in ELA and Math. Using I-ready data, scholars will break into groups for targeted intervention using manipulatives to make abstract concepts concrete. Scholars participate in LEGO education which develops fine motor skills and spatial acuity; create and design books employing skills practice to help structure paragraphs and provide key details; take a photography class to develop observation skills and encourage creativity; participate in athletic activities such as cheerleading, dance, and sports which affords scholars time to exercise, practice collaboration skills, and have fun in an activity of their choosing.

The MASTERS program at New Joseph Bonnheim plays a pivotal role in supporting students to achieve grade-level standards in reading, writing, and other subjects. By meeting regularly with

the principal and staff, the MASTERS specialist ensures that the program is aligned with identified student needs and complements the school's overall educational objectives. This collaboration ensures a seamless integration between the regular school day and afterschool activities, maximizing the effectiveness of both.

Hands-on learning experiences, such as those provided on the farm and through extension activities, are integral to the MASTERS program. These activities not only engage students actively in their learning but also provide opportunities to build and practice new skills. Whether students are engaged in photography, cheerleading, athletics, or completing homework in a supportive environment, they are developing essential life skills. Collaboration and teamwork are nurtured through group activities, while communication skills are enhanced through interactions with peers and mentors. Students also learn the importance of positive self-talk, which boosts their self-confidence, and perseverance, traits that are invaluable for overcoming obstacles both inside and outside the classroom.

Moreover, the structured environment of the program instills self-discipline in students as they learn to manage their time effectively and prioritize tasks. Through consistent engagement in afterschool activities and focused homework sessions, students develop habits that contribute to their academic success. They learn to set goals and work diligently toward achieving them, fostering a sense of responsibility and independence.

By focusing on holistic skill development through diverse activities, the MASTERS program ensures that students not only meet academic standards but also gain the confidence, self-discipline, and resilience needed to succeed in their academic and personal lives. This comprehensive approach supports each scholar in "Solving Our Big Problem" by equipping them with the tools and abilities necessary to excel academically and thrive socially.

At New Joseph Bonnheim, the school community believes empowering students with voice and leadership through the afterschool program is not just beneficial but essential to fulfilling the school's mission of cultivating scholars who are proactive caretakers of their community. Central to this mission is the belief that students must be able to articulate their observations, thoughts, and concerns about their community, and subsequently, contribute to meaningful solutions.

As the school transitions into the new year, a significant initiative involves integrating "The Seven Habits of Highly Effective Students" across all facets of campus life. Recognizing that the constraints of the regular school day may limit deeper exploration of students' thoughts and emotions, the MASTERS program steps in to teach students how to lead themselves effectively. This includes fostering a "Win-Win" attitude and encouraging students to "Seek to Understand before being Understood."

A cornerstone of this effort is the introduction of a leadership class within the MASTERS program. This class aims to empower scholars to voice their perspectives and collaborate on solutions within their sphere of influence on campus. Leaders selected from each classroom, spanning from 3rd to 6th grade, will guide community circles where they can collectively address campus challenges, set goals for the student body, and provide feedback to staff and MASTERS leadership on how to amplify student voices and promote leadership.

Furthermore, leveraging insights gathered from tools like the KELVIN Survey, the school plans to organize speakers and workshops aimed at educating and training scholars on how to balance pride in their own racial, religious, and cultural identities with respect for the diverse backgrounds of their peers. The overarching goal is to foster a more inclusive and open-minded perspective on race and ethnicity, equipping students with strategies to amplify voices that may feel marginalized or silenced.

Given that the MASTERS program provides students with up to four hours of daily engagement, this extended time allows for a focused effort on responsiveness to student needs and interests. Through targeted activities and discussions, students are encouraged to develop their voices, cultivate leadership skills, and become proactive agents of positive change both within the school community and beyond.

In essence, by embedding opportunities for leadership and voice within the afterschool MASTERS program, New Joseph Bonnheim not only enhances academic achievement but also nurtures a generation of empowered, socially conscious scholars prepared to make meaningful contributions to their community and society at large.

New Joseph Bonnheim (NJB) Charter School, located in one of Sacramento's most densely populated and economically challenged areas, faces significant challenges related to food and housing instability among its hardworking families. To address these challenges and support positive outcomes for students, the MASTERS program strategically utilizes Expanded Learning Opportunities Program (ELOP) funds. These funds prioritize promoting healthy choices and behaviors through innovative partnerships with community stakeholders like Raley's and educational initiatives such as Ag in the Classroom.

Agriculture is integrated thematically in each grade level and lesson embedded in the ELA and Math instruction. MASTERS extends this learning by bringing in the Seed Bank and Food Literacy Programs to the campus afterschool where students are introduced to and try new foods not available at home or sometimes too expensive. All scholars are provided a health supper in partnership with SCUSD Central Kitchen which includes fresh fruit, vegetables, and a healthy balance of carbohydrates and starches. A three year plan has NJB operating an expanded farm with chicken so scholars will be able to grow and eat fresh food daily.

A key component of NJB's approach is the adoption of "The Seven Habits" framework and the implementation of community circles. These practices foster a supportive environment where restorative conversations replace punitive measures, nurturing positive behaviors and building a sense of accountability among students.

Investments in the school's library further enhance the learning environment and promote cultural inclusivity. The recent \$25,000 expansion includes a dedicated cultural corner, providing scholars with a space after school to explore literature and resources that reflect their own backgrounds and cultures. Simultaneously, students gain exposure to diverse cultures, fostering a broader sense of inclusivity and understanding.

Throughout the school year, ELOP funds are instrumental in celebrating cultural diversity and heritage through events such as Black History Month, Latino Heritage Month, and Pacific Islander Month. These initiatives not only educate students about different cultures but also promote appreciation and respect for diversity within the school community. Special events like the STEM Fair, Mother's Day celebrations, Easter egg hunts, and Dia de Nino further enrich the school experience, fostering a sense of belonging and community pride.

Looking ahead, NJB plans to expand its cultural enrichment efforts with an art and music fair, supported by ELOP funds. This fair will feature presentations and hands-on activities that celebrate the rich diversity of the school community, providing students with opportunities to showcase their talents and cultural heritage.

Priority enrollment in NJB's programs is extended to homeless and foster youth, English language learners, members of the Black community, and students with disabilities. The school community is strengthened by a diverse staff hired through ELOP funds, who are not only well-trained but also committed to promoting inclusivity and respect among students.

In summary, NJB Charter School's strategic use of ELOP funds through the MASTERS program demonstrates a steadfast commitment to addressing the unique needs of its student population while fostering a culture of inclusivity, respect, and celebration of diversity. By leveraging partnerships, enhancing educational resources, and supporting cultural enrichment, NJB continues to create a supportive environment where every student can thrive academically and socially.

In the 2024/2025 school year, NJB is placing an emphasis on recruiting and maintaining a high-quality staff to enhance academic, social, and emotional outcomes for our scholars. With the recent appointment of a new coordinator, equipped with a degree in communication and experience in the MASTERS program from another district, alongside a background in youth programs, we are poised to leverage her expertise. Collaborating closely with site administration, our outreach efforts span hiring platforms, social media, and the district website, aimed at attracting a diverse range of experiences, ages, and cultures. All staff overseeing students meet minimum instructional aide qualifications, ensuring extended learning opportunities beyond regular hours. Comprehensive background checks, a minimum of 48 college units, and valid credentials are mandatory for all hires, reinforcing our commitment to safety and competence. Clear expectations for professional conduct, coupled with ongoing feedback and positive reinforcement, cultivate a supportive work environment. Formal professional development, scheduled during summer and fall, utilizes training hubs to model lessons, refine interactive skills, and engage in hands-on activities. Weekly meetings articulate goals, preempt issues, and foster open dialogue, empowering staff to voice concerns and provide feedback. Regular performance evaluations aim to elevate skills and morale, with merit raises after a year to recognize and incentivize exceptional performance. Encouraging a sense of partnership, after-school staff are integrated into site-based decision-making and team-building events, ensuring a cohesive and motivated workforce dedicated to student success and growth.

Quality engagement with staff is prioritized throughout the ELO-P to enhance student learning experiences. Staff members funded through ELO-P are held to the same high standards as teachers during the regular school day. They are selected not only for their expertise in their respective fields but also for their ability to foster positive relationships with students and support their academic and social growth. Whether it's through tutoring sessions, enrichment activities, or cultural events, staff members are encouraged to create engaging and supportive environments that cater to the diverse needs and interests of students.

Moreover, the close coordination between the site administrator and the MASTERS coordinator ensures that staff are equipped with the resources and support they need to deliver quality programming. This includes ongoing professional development opportunities, regular feedback sessions, and access to educational resources that enhance their ability to engage effectively with students. By maintaining high expectations and providing robust support, NJB's extended learning program not only extends the educational opportunities for students but also ensures that they have access to quality interactions with dedicated staff who contribute to their overall academic success and personal development.

The vision of NJB is to cultivate a quality education program that embraces diverse learning intelligences, equipping students to thrive in the 21st century. This vision is supported by several core principles:

1. **Improving Academic and Social Outcomes through Ethical Practices:** NJB is committed to ethical practices that enhance both academic achievement and social development among its students. By instilling values of integrity, fairness, and responsibility, NJB aims to create a supportive environment where students can excel academically while growing into ethical and responsible individuals.
2. **Creating a School Culture of Civic, Social, and Educational Responsibility:** NJB fosters a school culture that emphasizes civic engagement, social responsibility, and educational commitment. This inclusive culture actively involves parents, scholars, and staff in shaping a community where every member feels valued and contributes positively to the school's mission.
3. **Fostering Communication and Positive Relationships:** NJB prioritizes open communication and positive relationships among school personnel, students, parents, and the broader community. By nurturing strong partnerships and effective communication channels, NJB ensures that everyone feels heard, supported, and engaged in the educational process.
4. **Promoting Personal Responsibility and Accountability:** At NJB, personal responsibility and accountability are fundamental values upheld by all members of the community. Students, parents, and staff are encouraged to take ownership of their actions and to support each other in upholding high standards of behavior and performance.
5. **Creating a Supportive School Climate:** NJB strives to create a school climate characterized by compassion, respect, and willingness to help others. This inclusive environment encourages students, parents, and teachers to support one another, show respect for diversity, and be positive influences within their community.



Through these guiding principles, NJB aims to realize its vision of preparing students not only academically but also ethically and socially, ensuring they are well-equipped to succeed and contribute meaningfully in the modern world.

The afterschool program acting in partnership designs a program which reinforces these core principals of the mission and vision and thus defines the purpose of all programs on the NJB campus. NJB is in the first year of a three year charter renewal process; therefore, the school and extended day program will work very closely to ensure the actions on campus align with the mission and vision of the school.

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At NJB, the commitment to cultural and linguistic diversity is integral to their approach, ensuring all students have access to opportunities that promote equity and inclusivity. The Extended Learning Opportunities Program (ELO-P) is designed to mirror the inclusive practices of the school day, accommodating the diverse needs of its student body. One of the primary strategies involves hiring bilingual staff who can effectively communicate and provide tutoring in multiple languages, thereby supporting students who require language assistance.

In addition to language support, NJB's extended learning activities are intentionally crafted to celebrate cultural diversity and promote understanding among students. Events such as African drumming sessions or celebrations like Dayo le Nino are examples of how the program reflects and respects the diverse backgrounds of its families. Importantly, NJB ensures that no child is excluded from participating in community events like Mother's Day celebrations; students without a mother are encouraged to bring a female guardian or trusted adult to promote inclusivity and understanding.

Furthermore, NJB recognizes and supports students with disabilities within the ELO-P framework. Classrooms are equipped with accommodations such as alternative seating arrangements and sensory-friendly spaces to ensure that students with sensory sensitivities or other physical needs can fully engage in activities without discomfort. The program also integrates educational extensions like INK 916 and tutoring services, ensuring that all academic activities align with the Individualized Education Plans (IEPs) or 504 plans of students who require specialized support. This comprehensive approach to diversity and inclusivity within the extended learning program at NJB underscores their commitment to providing every student with equitable opportunities to thrive academically and socially.