

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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VALLEY LIFE CHARTER SCHOOLS
Developing Community Leaders

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Valley Life Charter School
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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. Walnut Campus
2. Akers Campus

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>.

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 schoolsite 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 Opportunity Program will provide opportunities for students to experience a safe and supportive environment. The summer enrichment program will be offered on the Akers Campus but is open to all currently enrolled students. The afterschool program will be offered on both campuses - for all students in TK - 8th.

Our priority is to provide a safe, caring environment for all Valley Life Students. Students will be given opportunities to experiment with learning, develop their potential and grow in VLCS' extended learning opportunity program (ELO-P). Currently, the VLCS ELO-P program is run by existing VLCS certificated and classified staff, who have a desire to share their passion with students. VLCS' student population is approximately 650. There are over 150 students that signed up for each session. The ELO-P staff is already trained in VLCS' safety procedures, such as evacuation routes, important phone numbers, emergency drills, and the school safety plan. In addition, ongoing training will be provided to ELO-P personnel: 1) First Aide, 2) CPR, 3) Child Abuse Reporting, and 4) Sexual Harassment. Students will be expected to conduct themselves as leaders in the summer session, and in after school. VLCS employs 2 counselors and has a partnership with Tulare County Office of Education's - intervention resource classroom (IRC). Students will have access to these resources through the ELO-P program. Students that fail to follow the rules, will be given a strike. After three strikes, the student will be asked to not continue in the summer session, or the after-school program, until there is a resolution regarding behavior.

The development of social and emotional skills is an important component of the ELO-P and is enhanced by the supportive nature of the program and the variety of activities provided. The ELO-P staff is guided to build trusting relationships with students and to encourage participation in inclusive activities that require problem-solving and effective communication. Certain lessons provided on a regular basis are geared toward developing social-emotional and communication skills. This is done by ubiquitously teaching leadership through the Leader in Me. Students will also have opportunities to participate in SEL lessons through Purpose Prep, a complete SEL curriculum for K - 6.

Parents and caregivers play a significant role in supporting their ELO-P. Therefore, it is vital for ELO-P Supervisors/Leaders/Tutors to reach out and involve their students' families. Parents should feel comfortable working with VLCS ELO-P to actively support their children's learning and development. All parents at VLCS are provided an onboarding orientation when starting Valley Life, where they can meet staff and ask specific questions to communicate concerns and ways in which they can become involved. ELO-P activities are only offered to current VLCS students, therefore all parents have attended the orientation.

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.

Opportunities will allow students to experience active and engaged learning that supports and supplements the instructional day. Both certificated and classified staff have been allowed to share their passion with the students during the summer program. For the 2022 summer session, students were able to choose from the following enrichment classes: Ag, art, leadership, crafts, reader's theater, culinary arts, math intervention, sports, literacy

tutoring, reading strategies, and steam. The afterschool program offers a variety of enrichment activities also, such as sports, showstoppers (Performing group), tutoring, homework help, and free play.

3—Skill Building

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

All enrichment sections will offer at least one ELA and Math intervention class during the summer. Other included classes also help students build skills that they would otherwise not learn during the school year. After-school staff will also be trained in the ELA and Math intervention program and the SEL program. Students in the after-school program will have time for homework support daily. Students work individually or in partners or groups to complete the homework given to them by their regular classroom teacher. Homework is checked for accuracy and completion by the ELO-P Leads and Tutors. Creating time for homework in a classroom setting and/or similar learning environment offers students the time to focus on assignments without distractions they might otherwise face at home. In addition, this timeframe sets an atmosphere for learning by teaching students about personal responsibility, self-discipline, prioritizing tasks, and keeping organized.

4—Youth Voice and Leadership

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

Everything that Valley Life does provides opportunities for students to engage in youth voice and leadership. The students, staff, and families in the ELO-P will have opportunities to share their viewpoints, concerns, or interests to encourage and increase voice and confidence in the shaping of program success and expansion. Furthermore, enrichment activities will allow students to engage in open discussions, topics-oriented presentations, team presentations, team activities, etc., that support leadership and social skill development. As part of the ELO-P, students and parents will receive a pre and post-survey regarding the quality of staff interaction, program content, activities, ideas for new projects, programs, field trips, and other issues in communication as a means to capture youth voice. Finally, students at all grade levels are encouraged to participate in service-learning opportunities in their community, as well as to make suggestions for areas of need they would like to address through a group effort.

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 programing.

VLCS will work closely with the ELO-P staff to guarantee healthy options and provide snacks that meet state and federal nutritional requirements, based on the USDA Dietary Guidelines, during the intercession classes and the after-school program. In addition, sites will have access to the District's Wellness Plan and thus can plan activities that align with the plan. ELO-P staff members will be mindful of food allergies and ensure that all students with an allergy are provided with a tasty alternative snack. The District's Food and Nutrition Depart will prepare and deliver food to both schools. Some examples of healthy snacks are:

- ? Animal Shaped Whole Graham Crackers
- ? Milk
- ? Whole Grain Cheez-its
- ? String Cheese
- ? Fruit Juice 100%

Physical activities focus on safety and fun in a structured, inclusive environment where all students are active participants. Activities include non-competitive sports, taught by our credentialed PE teacher.

Healthy choices are also encouraged through specific classes taught: These include a cooking academy where students learn to prepare simple healthy recipes. Students learn about the nutritional value of items and share that information as food is distributed.

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.

Valley Life Charter School after-school programs are an extension of VLCS. It creates environments where students 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. This is done through the ELO-P by creating a culture of belonging at each school site, recruiting targeted populations to enroll, and reducing barriers to enrollment. The ELO-P will stand and believe in the District's vision statement, "Developing Community Leaders." This means the expectation is that all schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students academically and positive personal development. The ELO-P is designed to enroll, serve, and prioritize traditionally underserved students (minorities, low-income, foster youth, homeless and English Learners). In addition, the ELO-P will work with their respective sites to provide support to students with disabilities. Students will explore a variety of learning experiences after school. Creating inviting, non-threatening environments for students is a high priority and will be delivered through the following:

- *Team building activities foster relationships between students, which increases trust. Increased trust will facilitate a sense of belonging, which increases students' sense of safety and confidence to explore and practice newly learned skills. Team building activities consist of both content and non-content related topics.

- * ELO-P staff will present information to students considering the spectrum of student learning modalities.

- * Resources used for instruction will represent the diversity that fosters cultural awareness.

- * Plans will be made individually for students with special needs to ensure safety and success in the program. This includes plans for a safe transition from the regular day to the after-school location, and if necessary, activities and support will

be based upon the child's need for services.

Finally, the ELO-P will have systems in place to respond to barriers to enrollment. The ELO-P will ensure all after-school spaces are equipped with the same technology and Chromebooks students have access to during the day. In addition, the ELO staff will work closely with case managers and site 504 coordinators ensuring appropriate accommodations are in place for students in the ELO-P.

7—Quality Staff

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

The program provides opportunities for students to engage with quality staff. The staff is made up of credentialed teachers, as well as current classified aids. ALL staff have opportunities to attend Franklin Covey Leadership modules on-line. Both certificated and classified staff are trained in program policies and procedures - mandated reporting,

safety procedures, CPR/First Aid, School safety/ emergency response/ student health, relationship building, classroom management, and youth development.

8—Clear Vision, Mission, and Purpose

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

The vision of the ELO-P program is an extension of the vision, mission, and purpose of Valley Life Charter School. The mission of Valley Life Charter School is to provide a rigorous educational program emphasizing academics, leadership, and visual and performing arts. VLCS will provide authentic opportunities for students to apply the academics, leadership principles, and life skills taught for making good decisions. Students will encounter research-based academics and leadership opportunities in the classroom, the School, and the community.

Leadership and character building are vital to the instructional philosophy at VLCS. Staff will create an environment in which students feel respected and are willing to take risks. The School's instructional philosophy is to create a school where students are well-mannered leaders with exceptional listening skills and are respectful to staff and each other. Character development and leadership-building strategies will enhance the learning environment by allowing both the student and teacher to focus on the curriculum.

Leadership can be defined as communicating people's worth and potential so clearly that they are inspired to see it in themselves (Covey, 2014). VLCS's goal is to develop community leaders, one child at a time. While academic excellence will be celebrated, each student will understand that their worth exceeds anything placed on a grade report or a score on a test. Students are quick to attach themselves to others who know how to bring out the best in them, help them feel unique and important, and build their feelings of self-worth.

Students will learn character traits that will prepare them to continue college or enter the workforce with the soft skills employers seek. Valley Life Charter School students will learn character traits, such as responsibility, individuality, cooperation, compassion, discipline, service, honesty, friendship, endurance, wisdom, contentment, trust, knowledge, determination, gratitude, generosity, resourcefulness, fairness, hope, conviction, obedience, forgiveness, love, initiative, respect, uniqueness, peace, orderliness, kindness, courage, joy, patience, humility, self-control, and honor. Along with academics, VLCS believes these skills are needed to become highly productive community members.

Students will be well-rounded. They will have opportunities to be exposed to visual and performing arts, such as dance, drama, art, vocals, and music. VLCS will help them become aware of their strengths and allow them to build on those strengths through community service and leadership projects.

By focusing on each student's strengths, the School will develop each student with the self-confidence to succeed. Students will gain the skills to become independent thinkers and problem solvers. Students will learn the value of their differences by applying the win-win approach to relationships, thereby developing the ability to get along well with others. Diversity is more than just valued; it is celebrated.

Valley Life Charter School will have a tradition of caring, and the nurturing environment will give the students the tools to live life with compassion, insight, and others' understanding. The staff will have a ubiquitous approach to integrating Steven Covey's 7 Habits of Highly Effective People throughout the school environment.

The following is a breakdown of the seven habits and how they apply to students:

Be Proactive: Students learn to be responsible, take the initiative, and choose their actions, attitudes, and moods.

They do not blame others for wrong actions. They do the right thing without being asked, even when no one looks.

Begin with the End in Mind: Plan and set goals. Do the things that have meaning and make a difference. All students are an important part of the classroom and contribute to their School's mission and vision. Students will look for ways to be good citizens.

Put First Things First: Students spend time on the most important things. They learn to say no to things they should not do. Students learn to set priorities, make a schedule and follow their plans. They learn discipline and organization.

Think Win-Win: Students balance courage to get what they want with consideration for what others want. Students learn to make deposits in others' emotional bank accounts. When conflicts arise, they look for third alternatives.

Seek First to Understand, Then to Be Understood: Listen to other people's ideas and feelings. Try to see things from their viewpoints. Listen to others without interrupting. Students learn to be confident in voicing ideas. Look people in the eyes when talking.

Synergize: Value other people's strengths and learn from them. Get along well with others, even people who are different. Work well in groups. Seek out other people's ideas to solve problems because teams can create better solutions than anyone alone. Be humble.

Sharpen the Saw: Students learn to take care of their bodies by eating right, exercising and getting sleep, and spending time with family and friends. Students will learn in many ways and a lot of places, not just at School. Students will take the time to find meaningful ways to help others.

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.

Valley Life reserves the right to utilize collaborative partnerships in the future. When sharing with VLCS Staff the goal of the ELO-P program, staff members jumped at the opportunity to participate. During the intercession enrichment sessions, staff members were allowed to share their passion with the students. This process worked, as over 150 students signed up to attend throughout the six-week summer session. VLCS also has a robust before and after school program, with staff members already trained in leadership philosophy.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Valley Life Administration will monitor the best practices and strategies of the ELO-P program. This will be done by site walk-thru and monthly administrative / leadership meetings. ELO-P staff will continuously monitor the program's effectiveness in supporting the school day through regular staff meetings, surveys, and collaboration with the school administration. The ELO-P will use data to assess their programs and develop improvement plans: implement, assess progress, and reflect. These plans will include ongoing professional development for staff. A goal for the ELO-P is to provide high-quality experiences for students and staff, now and in the future. Each session will be different based on data indicating their needs and community priorities. Regular school attendance will be an important determining factor in student success. As such, attendance will be monitored closely, and actions will be taken to address issues as they arise. Open, honest communication with parents and caregivers will be essential to ensure students receive maximum benefits from participation in the ELO-P. ELO-P staff members will be part of a collaborative team with site administrators and teachers with the goal of a seamless transition from regular day to after school.

11—Program Management

Describe the plan for program management.

The ELO-P Administrator and the After-School Director assume responsibility for ensuring that service flow to students remains consistent. The ELO-P staff conducts ongoing self-evaluation to identify and/or monitor program strengths, weaknesses, opportunities, and threats related to professional development, student attendance, program compliance, and program quality. This process also involves reflection regarding whether systems are in place to ensure that services provided align with the district's vision.

To build capacity and ensure a quality program, the ELO-P staff across all levels will collaborate and exchange ideas regarding best practices. Each program is staffed by one ELO Coordinator, one Tutor per twenty students. The site team is responsible for the implementation of program components every day as provided in the program assurances. In addition to working with the ELO-P staff, the After-School Coordinator collaborates with the school principal, classroom teachers, parents, and students, whose feedback makes it possible to adjust where necessary and continual.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

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.

VLCS does not utilize ASES, or the 21st CCLC program. VLCS has created their own ELO-P, which is a single, comprehensive program.

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?

VLCS will hire additional staff for the 2022-2023 school year so that the program can maintain the correct pupil-to-staff member ratio of 10 to 1 for Transitional Kindergarten (TK) and Kindergarten students participating in the ELO-P. Students in TK and Kindergarten who will be participating in the after-school program will remain on campus once school is dismissed at 2 p.m. and under direct supervision by ELO staff members until 5:30 p.m.

The lower pupil-to-staff ratio will be maintained by assigning no more than 10 TK or Kindergarten students to one ELO-P staff member. The After-School Program Coordinator will maintain the schedule of all classes for the after-school program to ensure required ratios are followed. TK and Kindergarten students will be using a classroom with appropriate desks and chairs. These students will start their after-school day with a healthy snack, then be offered homework time and assistance. During this time, Tutors will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. TK and Kinder students will also have a reading buddy to read to them three times a week, an upper-grade student in the program. Students will participate in Physical Education games using playground and sports equipment suitable for their age. These students will end their day with an enrichment activity created by their Tutor based on STEAM activities.

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.

The TK program runs from 8:15 AM until 2:00 PM. Students may arrive on campus at 7:30 AM, and may be included in the ELO-P program at parents discretion until 5:30 PM.

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.