

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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:	Vista Condor Global Academy
Contact Name:	Collin Felch
Contact Email:	cfelch@vistacharterps.org
Contact Phone:	(714) 988-2719

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. Vista Condor Global Academy

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.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. 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. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their onboarding.

Since our after school program is located on our campus, we consider the after school program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

Our ELO-P program also provides students with transportation after the after school program concludes, so students can safely get home, which also helps parents who cannot pick their child up from the after school program.

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 proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens through leadership opportunities.

The proposed activities focus on English Language Arts, Math, STEAM, Youth Development, and Arts & Enrichment with the ultimate goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers. We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in

the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community. Possible Academic Enrichment activities based on school need include:

Homework Assistance

Academic Tutoring - Math and English

Mathematics Enrichment

Visual and Performing Arts: (i.e. drawing, theater, music, cheer, dance etc.)

Service Learning

STEAM activities

Cooking

Photography/Yearbook

Team Sports

Our ELO-P program will also include after school sports teams to compete against other schools. In addition to the variety of activities offered through the contracted after school program, our ELO-P program also offers clubs led by Vista Charter Public Schools staff, including Robotics, CyberPatriot, Music, Art, and Leadership.

3—Skill Building

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

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with school data, teachers, parents and students. The program provides small group and individual tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success.

Activities are aligned with Common Core Standards and are based on instruction in the regular school year.

Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

4—Youth Voice and Leadership

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

VCGA's after school program has actively involved students in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Students, partner staff, and school staff have completed needs assessments that discuss need for programs as well as preferences for programming directly informed by views of students themselves. VCGA staff have participated in planning meetings using this feedback and other data points

to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome 5 school-related extracurricular activities in the after school hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, VCGA conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use surveys to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our after school program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

VCGA will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. These include service learning projects such as a beach cleanup, canned food drives, and other special events. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these surveys.

The expanded learning program will coordinate with school extracurricular activities to help students develop leadership skills and provide a forum for student involvement outside of the regular school day. Students will have opportunities to lead event planning for social activities to foster community at the school, such as Movie Night. They also will take a leading role in campus beautification projects that they plan and execute from start to finish.

Students will take field trips to multicultural events, such as plays and musicals and engage in projects that build upon what they learn through these trips. Student voice will inform these field trips.

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.

Our ELO-P health and wellness programs will align directly with VCGA's wellness services and California, OCDE, and national best practices for health and wellness. All programming offered promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. VCGA's wellness programming emphasizes socioemotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- Physical Activity: Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Activities are led by health and wellness instructors and include a focus on activities such as aerobics, weight lifting, yoga, Zumba, and interactive games and sports. Physical activity programming utilizes curriculum developed by SPARK and includes activities that are approximately 15-20 minutes in length and designed to help students:
 - o 1) Enjoy and seek out physical activity;
 - o 2) Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity;

- o 3) Develop and maintain acceptable levels of physical fitness; and,
 - o 4) Develop the ability to get along with others in movement environments (SPARK, 2016). Students learn to work as a team and collaborate together to reach shared goals.
- Nutrition Education: Students 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.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems (CDC 2020). Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of whole grains and dangers of soda consumption (more at MyPlate.gov). All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and Healthy People 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

The program will provide healthy meals each day in accordance with the program schedule that follow USDA school meal guidelines. For example, if a snack is offered then the snack would typically consist of a fresh fruit and a whole grain item such as baked crackers.

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 implemented at VCGA will predominantly serve Latino students and families, as well as diverse students from other backgrounds that include white, African American, 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 VCGA and the expanded learning program.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and prepare for educational success and postsecondary opportunities. The program works with students to promote 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. Orientation and ongoing professional development services provided quarterly will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

All outreach materials and policies (such as in the Program Plan) will explicitly express this commitment to diversity and equity in all services. This commitment will be further extended through the creation of a welcoming environment respectful and celebratory of diversity in program materials, signage, displays and banners - both in the

physical environment and online. Program staff and partners will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

A fundamental point will be the opportunities given to students and families in the program as well as staff to share experiences from their diverse experiences and backgrounds. This will include services such as specific planning for high school success and postsecondary opportunities and college from the perspective and knowledge base of low-income students who in many cases would be the first in their family to attend college. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. A sampling of programming could include art classes, music production, service learning projects, and STEM projects like Robotics. In art classes students could explore the roots of the Latino experience in the City of Santa Ana and elsewhere by studying neighborhood murals and potentially creating murals at their own school site. During the summer students could visit museums and be exposed to the rich Latino art displayed throughout the city. Staff members could engage students in interactive read alouds each day and students could also be encouraged to read independently and explore their interests. Other possibilities include music classes that allow students to explore cultural influences and signposts in digital creation of music. During Service Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place. STEM projects (such as Robotics) and mentorship opportunities provided to students will allow students to explore themes of diversity and cultural expression while allowing them to connect to successful persons of color through partnerships with groups such as Latinas in STEM.

We have a strong and explicit commitment to diversity and equity for all students served. This is and will continue to be stated in all outreach, marketing, and informational material regarding program services disseminated to students and family members. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program. As part of our student and parent surveys conducted twice yearly at the beginning and end of each program year, the program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance. Our partners will draw from best practices developed from their experience serving at-risk youth, using proven research based interventions to re-engage youth in academics and prepare for their futures. VCGA also holds expertise in this area and will work closely with our partners to ensure the program design meets the needs of our students.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. Staff will meet with teachers at the beginning of each year and monthly 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. Working with teachers, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

VCGA has a high proportion of English Language Learners and a strong need for services to support these students in the out of school hours. According to *English Language Learners: Becoming Fluent in Afterschool* (2011), after school programs offer an excellent opportunity to support ELs, particularly when they provide direct language instruction, time to practice oral language skills, language scaffolding during academic content instruction, and strong parent engagement. The program will use peer assisted learning strategies, instructional conversations and literacy logs as best practices demonstrated by research to be effective in increasing EL achievement.

Interactive teaching methods include immediate feedback/correction, oral practice, systematic review for reinforcement of vocabulary and pronunciation, and read alouds. Homework help will be provided each day and

documented in journals. This is a critical need at schools like VCGA with high EL populations, as students often lack support to complete work at home.

7—Quality Staff

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

VCGA ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, VCGA administrators are involved in the interviewing process for ELOP program staff and will confirm eligibility.

VCGA will work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income students is critical. The program will recruit tutors with at least two years of college experience. VCGA will work with the THINK Together Director of Expanded Learning to oversee the management of our program. In addition, the THINK Together will also hire site-level Expanded Learning Coordinators to manage programming at each of our school sites. The requirements for this position include at least two years of college experience, and demonstrated success working with students and families in an academic or recreational setting. Requirements are posted and advertised, and only candidates who meet all qualifications will be hired.

The Director of Expanded Learning will design and guide staff development in support of expanded learning. The Expanded Learning Coordinator will manage and support their school site team with the implementation of the program and staff development. Recruitment is led by the Director of Expanded Learning, the Expanded Learning Coordinators and Site Leaders. Staff will have clear titles and responsibilities, and receive a competitive salary.

VCGA will make it a priority to employ personnel who have succeeded in overcoming barriers of circumstances such as those found in the surrounding communities we serve. They bring to their task an understanding of challenges and rewards of growing up in predominantly Latino and low-income communities. All job postings and descriptions will emphasize preference for local hires and specify skills, such as bilingual language abilities, that support hiring of personnel similar to students served in the program.

8—Clear Vision, Mission, and Purpose

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

Our mission at Vista Condor is to create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st-century economy.

Our vision is to close the achievement gap for our targeted population which is predominantly low-income and historically underserved students and to address the growing opportunity gap. VCGA students develop global competence as well as a strong technological foundation; they are able to investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions the world around them. Students have a say in what they learn and how they learn it, apply knowledge and skills to authentic and every-day tasks that have local and global significance, and have myriad opportunities to exhibit their mastery to a real-world audience. Most importantly, VCGA envisions a school where students enter to learn, but leave ready to humanely serve through a

deeper understanding of their role in impacting positive change on the world around them.

All of our free Expanded Learning programs will be designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching Arts programs that offer students exposure and access to visual and performing arts
- 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

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.

VCGA has an MOU to provide all after school services and a longstanding partnership with the THINK Together as our primary service provider for summer expanded learning services, including the proposed ELO-P program services. The THINK Together team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality after school programming.

In addition, we work closely alongside our other VCPS schools to provide additional enrichment activities and wraparound supportive services. VCPS and VCGA work together to deliver a continuum of programs and services to help increase educational equity and expand educational opportunities for students. Their programming priorities include expanding access and fostering educational success; providing learning opportunities in the arts and sciences that enrich students’ lives; providing school-based mental health and wraparound services to support our students and families; and, engaging authentically with our families and partners to strengthen communities. They will continue to provide these services during our ELO-P program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

VCGA 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 the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

VCGA and VCPS have a team that will support with data tracking and reporting. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, VCGA will use a number of data tracking and monitoring procedures. VCGA will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled

students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students.

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

VCGA is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic level, staff level, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever-changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. This plan is used as the guiding document to facilitate continuous quality improvement in the after school program. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at VCGA, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Describe the plan for program management.

Our overarching goal is that we work to ensure that our students are college ready, college bound. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. VCGA plans to partner with our ELO-P program provider, the THINK Together, to close gaps in academic achievement and motivate our students to succeed.

Program operations are overseen by the THINK Together's Director of Expanded Learning and the Director of Operations. There is a VP of Student and Family Support Services who directly oversees the Director, who supervises Site Coordinators across the network. Site Coordinators oversee all school-based Youth Leaders.

- VP of Student & Family Support Services: responsible for ensuring support for the Director of Expanded Learning and ensuring grant compliance.
- Director of Expanded Learning: responsible for program oversight, staff supervision.
- Expanded Learning Site Coordinators: responsible for on-site program administration and oversight, including supervising staff such as Tutors and Enrichment Instructors.

- Youth Leaders: Implement academic support and enrichment programming, maintaining a 20:1 student to staff ratio
- Director of Knowledge Management: responsible for tracking and reviewing attendance data; provides regular reports and compliance assurance on programs across all sites, collaborate with Director of Expanded Learning
- VP of Finance and Business Services: responsible for maintaining budgets and fiscal reporting.

The Director of Expanded Learning and the Site Coordinators will be responsible for managing relationships with school personnel. Monthly meetings between the Director of Expanded Learning and the Site Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program.

VCGA is committed to meeting all reporting expectations for this grant. Currently, quarterly expenditure reports are submitted for each of our VCPS existing after school grants. These reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of VCGA will be conducted for each fiscal year. The books and records of VCGA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

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.

VCGA is committed to ensuring all after school programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for after school programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in after school programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

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?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates, which will begin in the spring. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios.

Our vision for TK, which will apply to both in-school and supplemental programs is:
Transitional kindergarten is the start of a powerful learning journey. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

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.

Sample School Day Schedule

7:30-7:55 Drop Off & Breakfast
7:55-8:10 Morning Routines
8:10-8:40 Circle Time
8:40-9:00 Spanish Phonics
9:00-9:15 Recess
9:15-9:20 Mindfulness
9:20-10:30 Math
10:30-10:45 Read Aloud
10:45-11:00 English Phonics
11:00-11:35 Lunch & Recess
11:35-12:10 Reading
12:10-12:35 Social Studies
12:35-1:30 Writing
1:30-1:50 Electives (Art, PE, Music)
1:50-2:25 Science
2:25-2:55 ELD
2:55-3:05 Clean Up & Transition
3:05-3:30 Afterschool: Snack & Recess
3:30-4:15 Academic Support: Homework, Learning Games, Small Group Intervention, Reading Time
4:15-4:50 STEM Enrichment
4:50-5:00 Clean Up & Dismissal

Sample Summer/Intersession Schedule

7:30-7:55 Drop Off & Breakfast
7:55-8:10 Morning Routines
8:10-8:40 Circle Time
8:40-9:30 Science Station 1 (Hands-On, Inquiry Based Project)
9:30-9:45 Snack & Recess
9:45-10:45 Science Station 2 (Hands-On, Inquiry Based Project)
10:45-11:15 Choice Time: Centers
11:15-12:00 Lunch & Recess
12:00-12:20 Read Aloud
12:20-1:20 Science Station 3 (Hands-On, Inquiry Based Project)
1:20-2:00 Science-Based Reading & Writing
2:00-2:15 Afternoon Recess
2:15-2:45 Closing Circle & Camp Celebrations
2:45-3:00 Clean Up & Transition
3:00-3:30 Snack & Play
3:30-3:50 Quiet Reading
3:50-4:50 Art Activity
4:50-5:00 Clean Up & Dismissal

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.