

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN
GUIDE**

Prepared by:
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Expanded Learning Opportunities Program Plan Guide

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

Shanél Valley Academy

Local Educational Agency (LEA) Name: Shanél Valley Academy

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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. **Shanél Valley Academy**

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1. 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.

Safe and Supportive Environment

Summer, intersession, and afterschool programs will be facilitated by the Community School Director and Expanded Learning Program Lead.

The program will be located on our 10-acre campus. Program activities occur in the multi-purpose room, garden, plant lab, athletic fields, playground, library and classrooms. Expanded Learning staff are included in the co-creation of our behavior management policies. Student, staff and community safety and wellness are the guiding principles that drive our program planning and implementation efforts at SVA.

Program staff are trained along with all other school personnel in our safety, and student support procedures, and participate in all safety drills. We know that emergencies can occur at any time of day and want to ensure that ELO teams are equipped to handle any type of emergency.

- ELO teams are required to conduct 5 emergency drills according to SVA's Comprehensive Safety Plan & General Emergency Preparedness Procedures
- Require Community School Director and Expanded Learning Program Lead to complete active shooter Vector Training modules yearly
- Require ELO team members to attend in-person emergency prep training yearly on specific site procedures.
- Ensure consultations with local first responders including the Hopland Volunteer Fire Department, and law enforcement officers review school safety plans yearly, and guide continuous efforts to provide a safe and supportive environment for all SVA students and staff.
- Ensure all staff are trained in CPR, first aid, mandated reporter and youth mental health first aid, and staff are easily identifiable with SVA badges.
- Ensure all staff, as well as youth leaders have received comprehensive training, and are supported to implement school wide social emotional learning and student support strategies.

2. 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.

Active and Engaged Learning

Many of our families depend on having a safe and supportive environment for their students while they are at work. To meet these demands, the program runs from 7:30am to 6:00pm every day. On days when there is no after school, we make parents aware so they can plan accordingly up to 6 months in advance.

Afterschool:

SVA has a “no homework” policy, so Expanded Learning Program afterschool time does not include the traditional “power hour” for homework help, the daily schedule centers around students' academic and social emotional support needs. Teachers plan their curriculum with a Universal Design for Learning approach and use assessments and observations to determine who needs interventions and supports to master content. Academic assistance is offered before school for 30 minutes 4 days per week for grades 4-6th, and 30 minutes 4 days per week after school for K-3rd grade.

In the afterschool program however, students know they have daily access to art, music, STEM, outdoor education, and literacy learning that supports school wide learning and culture goals. In addition to the school year program, we plan to offer a summer session in 2023 and incorporate additional intersession days as we scale up our programs to meet ELO-P requirements.

Summer Supplemental Program:

Our Expanded Learning Programming includes a summer supplemental program focused on enrichment activities for all students to meet the needs of our community and get us closer to our goal of existing as a comprehensive community school that provides for the educational, health and recreational needs of families in our small, remote community. Through partnerships cultivated by our Community Schools Director we will be offering a creative summer arts program for Hopland families in partnership with a nonprofit organization who works with underserved communities.

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

Skill Building

Shanél Valley Academy is a small community school designed around the 4C's. As such, communication, collaboration, creativity, and critical thinking are central to all school-wide learning goals, which are reinforced in out-of-school time activities and events. Added to the 4C's is our student-led project-based approach to learning.

In our second year of operation, we are scaling up this approach as we go, and we are seeing some promising results. SVA is a school where students have access to 1:1 student devices, outdoor educational opportunities, and weekly "clubs" (both during school hours and afterschool) including: screen-free coding, Young Engineers, Jr. invent-teams, math games, student art and poetry, and school gardens.

These learning opportunities show evidence of the 4C's and STEAM education in action. We aim to develop all of these learning modalities and strategies as we continue to grow our STEAM-focus, design and outfit our Makerspace, and continue to develop our out-of-school-time programming for youth. To engage in this growth, our students, families, partners and parents will continue to be key players in the decision-making and design of our program services.

Our summer programming will complement the school year with a focus on enrichment activities that integrate core academic skills such as reading, math, and science.

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

Youth Voice and Leadership

At the start of program time, all youth participate in a circle-up check-in, where students hear about the daily schedule, and have a chance to share any highlights or wonders from their day so far. Program planning has a student and community driven approach, and student choice is provided in a variety of ways for all age groups.

One example of how we center youth voice and leadership at SVA is our student-led and designed annual Halloween carnival and costume parade. In our first year, the 5th/6th grade class, in collaboration with our full-time school counselor, designed a school-wide event for the whole campus, this year, our parent advisory group chose a class parent to host games for each class, and upper grade students created an enchanted garden scavenger hunt and "spooky senses" activity.

This event was designed both during school-day and afterschool program time, and games are created to reinforce mathematical concepts, big ideas or the school-wide project theme of the month: “community.” Youth are centered and inclusive in program design and activity planning.

5. Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Healthy Choices and Behaviors

SVA’s school wellness policy outlines our approach to ensuring all students practice healthy eating and physical activity throughout the school day. SVA also participates in USDA child nutrition programs, including during ELO-P hours, where students are served a healthy breakfast/lunch/snack (whichever meals are applicable for program hours) that meet the nutrition requirements established by local, state, and federal regulations. Our in-house food service program at SVA provides healthy “scratch cooked” meals sourced as frequently as possible from our garden and local procurement partners.

Student leaders from upper grades are included in maintaining cafeteria norms and our SVA BEAR values, and family input is included in our menu planning. Menus are available so parents/guardians and students can view menus in advance. Our current expanded learning program is an extension of our wellness goals, since we recognize that providing safe spaces for Hopland’s youth provides peace of mind for parents and encourages healthy behaviors in youth. Our school garden program, integration of the Playworks curriculum, mindfulness, and restorative practices are all part of our larger vision.

SVA seeks to establish sports and fitness programming, and partnering with local non-profit organizations to increase opportunities for field trips and cultural programming that is otherwise unavailable to our youth.

Diversity, Access, and Equity

SVA is a small school and the mantra “Know my name, Know my face, Know my story” is largely what has driven the success so far. With just about 130 students enrolled, all the adults on campus know our students and their parents/guardians by name. The school founders, families, administration and teachers have intentionally designed a learning space at Shanél Valley Academy that is culturally and socially inclusive. Culture-building begins before we even welcome students; in August SVA invests in two weeks of professional learning days, building community and a strong

team dynamic. These 7-10 days of connection, content and communication are grounded in research-backed practices around equity, psychological safety, and the characteristics of learning organizations. One foundational principle that guides school leadership and governance is that seeking, valuing, and responding productively to community input in our planning and decision-making is imperative. We believe in consensus, collaborative decision-making, and inclusion. With a high population of indigenous students, English Learners, and families experiencing poverty in our community, a focus on understanding the effects of intergenerational trauma and systemic racism is also addressed on a continuous basis in Professional Learning and peer coaching sessions.

Expanded Learning staff are employed during the school day and are aligned with the implementation of school wide social emotional learning and student support strategies. Expanded Learning staff are included in the co-creation of our PBIS framework and school culture goals, to ensure alignment and consistency during the school day in the Expanded Learning program.

All staff at SVA are trained in Restorative Practices and inclusive pedagogy and classroom design. These values extend to our afterschool program, where all students are supported to be included as valued members of our community.

Program outreach and all community communication is conducted in English and Spanish, the two primary languages representative of our enrolled families. We seek to employ multi-lingual teachers and staff in all positions. Currently about half of our staff are multilingual. Additionally, our hiring process invites candidates to submit a Diversity, Equity and Inclusion statement, and these are reviewed by the hiring team prior to offering interviews.

Our afterschool staff are included in school planning, decision-making and problem-solving efforts, so there are seamless supports for students with special needs, English Language Learners, and students in need of additional social-emotional or academic support. Staff, students and families are encouraged to share their cultural heritage and experiences to their learning during the school day, and during the after-school program. Students get the chance to explore other cultures through project-based learning activities, enrichment club and activities.

Quality Staff

Staff recruitment at SVA for certificated, classified, part-time staff and volunteers are purpose-driven and conducted with the understanding that finding quality staff requires a commitment on our part to go above and beyond expectations around compensation and support for our teams of educators and student support staff.

Access to career supports (like Higher education, or even basic skills testing and fingerprinting) in our local community can be difficult since we are located in a remote location. Finding staff for our school and programs relies on a multi-pronged approach that includes traditional methods (like posting in Indeed and Edjoin), as well as word of mouth, presentations or booths at local events, and press releases. Our recruitment goal as a small community school, is to draw our staff and teachers from the local area.

Once offered a position, candidates must be fingerprinted by SVA's DOJ live scan process, provide a current TB test, and other required documentation as needed.

Staff receive more than 100 hours of professional learning opportunities each year and expanded learning staff are included in these opportunities. The Community School Director and expanded learning program lead will receive continuous professional development related to enrichment programming, attendance procedures, emergency preparedness, school culture and other program related support.

Clear Mission, Vision, and Purpose

The 2021-2022 school year was SVA's first year of operation: our first day of school was 9/7/2021, in our second year of operation our enrollment totals 111 students, 72% of which are eligible for Free and Reduced Priced Meals. SVA is a community school collaboratively designed by an all-volunteer team of Hopland parents, the Hopland Band of Pomo Indians, local neighbors, and business owners.

We envision a future in which all children are honored with equitable access to high quality education, and who are empowered to become critical thinkers and effective leaders. Shanél Valley Academy is a culturally responsive, community school where all students are valued and supported. At SVA we develop our Strengths, design a common Vision, and together we Achieve.

SVA's expanded learning program is an integral part of our education and student support plan, and provides access to enrichment, skill-building and other opportunities that broaden the horizons of our Hopland youth and families.

Collaborative Partnerships

SVA's collaborative partners include 4-H, Lemelson MIT, UC/ANR Hopland Extension and Research Center, Mendocino County Youth Project, and the Hopland band of Pomo Indians. Additionally, we frequently collaborate with Mendocino County Office of Education and the Region 1 System of Support for Expanded Learning.

Formal partnerships include MCOE, MCYP, HBPI, NCO, 4-H, Lemelson MIT, local business and more. We work closely with the Hopland Band of Pomo Indians and support the development and alignment of our school goals with the HBPI education center, where tribal members receive Pomo language and cultural education opportunities that are not open to all SVA students, and we are working together to develop culturally appropriate Pomo-led and designed learning opportunities that honor the self-determination of their ancestry and future leaders while educating and including all members of the greater Hopland community.

SVA continues to explore additional opportunities for collaborative partnerships.

Continuous Quality Improvement

The Continuous Quality Improvement practices in place at SVA take place throughout the year at all levels of the organization. The following chart demonstrates the Plan, Assess, Improve cycles and how this is codified in our policies and practices. Collaborative planning takes place in the following ways:

- Weekly staff meetings, professional learning days and individual coaching sessions or meetings with small teams, plans are then implemented, assessed and revised with collaborative teams and ad hoc committees.

These systems are put in place so that SVA programs can engage in continuous reflection and assessment of student, staff and family experience and engagement with the Expanded learning program. Improvements that emerged from this process in our first year included deeper focus on youth leadership for upper grades (4th-6th), implementation of Playworks Curriculum, and positive staff, student and family feedback. We used this feedback in our second year to adjust staffing, provide refresher training on the Playworks Curriculum, and begin the year with goal setting and curriculum plans in place.

Program Management

The Community Schools Director oversees the structure and operations of the Expanded Learning Program. The Expanded Learning Lead oversees afterschool program management, scheduling, snack planning, and managing materials and supplies. Program staff include student support specialists and teachers who provide coaching, tutoring or other enrichment activities, to supplement their workday.

Currently we employ two full time and one part-time staff member which allows us to maintain a ratio of at least 15:1, and more often than not 10:1, for all grades. These ratios include teachers and support staff who work in the program for an hour or two to provide supplemental activities of learning support.

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General Questions

How is the ELO-P program part of ONE COMPREHENSIVE PROGRAM that aligns ASES, 21stCCLC policies and programs. How are you demonstrating that you are following the most stringent guidelines as required by ELO-P, ASES or 21stCCLC guidelines?

SVA compliance policies and procedures for the Expanded Learning Program were established by comparing different grant compliance elements and selecting the most stringent one. This ensures that SVA's Expanded Learning Program runs as a single comprehensive program.
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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?
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Our TK/K teacher provides targeted support for students when their school day ends, and coordinates with the expanded learning team to communicate daily needs of our youngest SVA students. TK students continue their school day in their TK classroom. TK/K programs are staffed with appropriately certificated staff with student support specialists, whose professional preparation aligns with TK staffing requirements.
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Sample Program Schedule

See attachment for ELO-P schedule alignment with the school day. https://docs.google.com/document/d/1765rzBqibhmXd20HikfeWj0epfMfv_YqUbgPhMaoKU4/edit?usp=sharing
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ASES universal narrative: https://docs.google.com/document/d/1YHluJW_ci4vb70xGd4jEwsvE7gfrRurmp66EPe_lpcl/edit <i>Awaiting funding notification</i>

21stCCLC narrative: https://docs.google.com/document/d/1llbU3fiZssSBzUz6BsEzvpMob2QBxoCi7ia2VJcJDuo/edit?usp=sharing <i>Funding Approved in April 2023. Program Plan forthcoming.</i>

