

California Department of Education Quality
Program Improvement Plan for Expanded
Learning Programs in California 2023-24

Cover Page

This document is intended to provide local sites with a resource for improving program quality and was created as a one option for Expanded Learning Programs to use. Programs have the choice of using any program improvement plan framework, including a locally created tool. If you use this California Department of Education (CDE) created document it will not be sent to the CDE for review/submission.

Grantee Agency: Shanél Valley Academy

Program Site/School: Shanél Valley Academy

County-District-School Code (CDS): 0140814

Federal Employer Identification Number (FEIN) (if known): 85-2473844

Grant Identification Number(s) (ID[s]) (if known):

Name of Person(s) Completing the Plan: Kristi McCullough

Date Completed: 10/20/23

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Section I. Summary of Assessment

After the site has assessed the program quality and reflected on the data collected, complete the questions below. For guidance about the Continuous Quality Improvement Process, see the Guidance for a Quality Improvement Process Web page on the CDE Web site at <http://www.cde.ca.gov/ls/ba/as/implementetation.asp>.

Stakeholders

Indicate below which stakeholder group(s) were involved in the quality improvement process for the site (check all that apply).

- Internal Evaluator
- External Evaluator
- School Administrator
- Certificated Staff
- Classified Staff
- Program Coordinator
- Site Level Staff
- Parents/Guardians
- Students
- Community Partners
- Advisory Groups
- Other Stakeholder (identify below)

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Assessment Tools and Strategies

For information on available assessment tools, refer to A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools located on the CDE Web page at <http://www.cde.ca.gov/ls/ba/cp/documents/qualitycrosswalk.pdf>.

Indicate all assessment tools and strategies listed below used to assess program needs (check all that apply):

- California After School Program Quality Self-Assessment Tool
- New York Program Quality Self-Assessment Tool
- California High School After School Program Quality Self-Assessment Rubric
- Youth Program Quality Assessment
- Assessment of Program Practices Tool
- Out-of-School Time Observation Instrument
- Promising Practices Rating System
- An Internally Designed Assessment
- Focus Groups
- On-site Observations
 - Interviews
- Surveys
 - Other Tool or Strategy (identify below)

Site visit/observation report done by Beth Pine, Region 1 Expanded Learning Specialist

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Assessment Reflection

Summarize and reflect on the data collected from the assessment by answering the following questions:

1. What clear data trends did the assessment present (if any)?

Strengths: SEL components, enrichment schedule, safe and supportive environment, quality materials, student experience welcoming, diverse and mixed age groups.

Areas of growth: engagement from staff with students, raise attendance numbers through prioritizing enrichments and tracking attendance to keep prioritizing engagement.

Recommendation from observation visit is for different staff to go shadow another thriving program for improving their own

2. Using the data collected and the Quality Standards for Expanded Learning in California, located on the CDE Web site at <http://www.cde.ca.gov/ls/ba/cp/documents/qualstandexplern.pdf>, describe the program's strengths.

Social emotional program components: SEL activities planned for TK/K and 1-6

Schedule includes enrichment activities daily, with structured Play works activities, outdoor play, art and maker space activities

Club binders with lesson plans for steam, art, Play works, games

Students engaged in activities such as kickball, outdoor play games, arts and crafts

3. Using the data collected and the Quality Standards for Expanded Learning in California, describe areas that may require improvement for the program.

Staff engagement with students

Staff training on behavior management and bridging academics from the school day into the activities planned such as the Project based learning themes

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4. Which Quality Standards and areas of improvement can be addressed immediately?

Active and engaged learning, youth voice and leadership, healthy choices and behaviors, clear vision mission and purpose, skill building

5. Which Quality Standards and areas of improvement require long-term solutions?

Continuous quality improvement, program management, quality staff with a clear purpose- actions we are taking for long term goals include professional development, staff alignment with quality standards and the programs purpose through collaboration, and refining systems of reflection and review to make appropriate changes to goals and outcomes

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Given the responses to the above questions, identify two to three high priority needs (based on the Quality Standards) your site will focus on improving.

Point-of-Service Quality Standards

- Safe and supportive environment
- x Active and engaged learning
- x Skill building
- x Youth voice and leadership
- Healthy choices and behaviors

Diversity, access, and equity

Programmatic Quality Standards

- x Quality staff
- x Clear vision, mission, and purpose
 - Collaborative partnerships
- x Continuous quality improvement
 - Program management
 - Sustainability

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Section II. Quality Program Improvement Plan

Below is the Quality Program Improvement Plan to address two to three high priority needs of the expanded learning program. It is recommended for sites engaging in this process for the first time, to only address one standard. Each site should identify and define the goals, objectives, and outcomes to be achieved (along with concrete activities, identification of individual[s] responsible, and a reasonable timeline for meeting those goals).

Goals

Goals should be aligned with the Quality Standards and tailored to the program site based on data and information collected from a recent assessment.

Specific Objectives and Outcome Measures

Include specific objectives and outcome measures—ways in which goals will be accomplished. Describe the specific objective(s) to address Quality Program Improvement goals (include ways in which goals can be accomplished). Objectives should be measurable and quantifiable (i.e., the program will provide the opportunity for students to actively share their viewpoints and interests by holding four student meetings between January and April 2015.)

Activities

Describe any and all activities, along with: (1) the individual(s) responsible for carrying out the activity; (2) the given timeline date(s); and (3) the plan should also identify any support and/or technical assistance (TA) the program and its staff may need to help meet the goals and objectives.

Support/Technical Assistance

Below are examples of the types of support/TA that may be requested. For more information about the core strategies for TA, please refer to the ASAP Quality Framework located on the ASAPconnect Web site at <http://www.asapconnect.org/asap-quality-framework>.

Type of Support/TA Acronym

[REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
[REDACTED]	
Other	0

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Example:

Program Site: Example: Cesar Chavez Middle School Aligning Quality Standard:

Example: Youth Voice Leadership

Quality Program Improvement Goal Number 1

share their viewpoints, concerns or interest, in order to impact program practices. Example: The program will provide the opportunity for students to actively share their viewpoints and interests by holding four student leadership meetings between September 2022 and April 2023.

Objective 1:

Example: The program provides student-led opportunities to

Activities Individual(s)

Responsible Date(s) Support/TA Needed

EXAMPLE: Students to elect/choose

6–8 students representatives to serve on the leadership team.

provide the students opportunities to share their viewpoints and give suggestions for the program.

EXAMPLE: The program will convene four student-run leadership meetings with program staff facilitation and

Lucia (Site Coordinator)
Juan (Program Leader)

Lucia (Site Coordinator)

<p>EXAMPLE: After each student leadership meeting, the staff will meet to consider the feedback and make any needed changes to the program schedule per student request(s).</p>	<p>All Site Staff</p>	<p>January 3, 2023–April 2023</p>	<p>PD/T, C,R</p>
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[Redacted]

[Redacted]

Quality Program Improvement Goal Number 1: Objective 1: SEL activities to improve self regulation skills The program will focus on supporting healthy development of social, emotional and behavioral skills of all students.

Activities The program will schedule Kimochi Lessons each week Individual(s) Responsible Date(s) Alisha (others as Support/TA Needed needed) continuous Books and materials

that focus on SEL

The program will schedule TK/K Storytime with circle focused on SEL each week Objective 2:Health and Wellness focused on nutrition Nicci and other staff in TK/K

to the books

and healthy choices for
Responsible Date(s)

Needed

Knowledge of
snack, collaborate with Lucia in Kitchen
to see if it is from

Support/TA
Activities

Individual(s)

continuous Books, planned art
activities connected

snack time discussion about nutrition
garden, etc.

learning and well being ELOP Staff daily

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purpose, collaboration and uplifts the
program's vision

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Objective 3: Collaboration with teaching
staff during ELOP for student behavior
management and integrating PBL and
other learning from instructional time
into ELOP

Rotation of staff,
ensuring ratio is in
compliance

Mondays/Tuesdays/Thursdays/Fridays

Activities

The coordinator will schedule staff
rotation of collaboration with teachers
about students'
needs, behaviors, learning outcomes,
and ideas for integrating this continuous
development for the ELOP schedule,
plans, and program sustainability. This
encourages staff engagement, clear

Individual(s)
Responsible Date(s)

Needed

Scheduled time from ELOP coordinator

Support/TA

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[Redacted]

[Redacted]

Quality Program Improvement Goal Number 2:
Objective 1: Students have opportunity to create and
choose clubs of their choice through interest sheets

Activities

Program will encourage and provide opportunities for
Youth leadership through scheduling enrichment
activities to improve engagement

Program encourages Youth leading youth
clubs such as D&D Support staff and depending on day of the week

Individual(s)

Responsible Date(s) Support/TA Needed Monthly club
rotations,

Games, materials, print outs

Program will schedule Student led activities such as Lego challenge
Support staff and youth club rotation, depending on day of the week
legos

Program will do monthly Youth survey/sheets for interest in club choices, and how to improve the program for students

Alisha/program coordinator

Individual(s)
1x each month
Sheets for survey

leadership through
Responsible Date(s) Support/TA Needed Lesson plans,

play

Activities

Each day has Playworks games and staff encourages

voice and choice Support staff and youth daily equipment

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Individual(s)
Responsible Date(s) Support/TA Needed



Activities

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Section III. Improvement

Critical to the success of any plan is its faithful and thorough implementation. Sites should continuously monitor their

progress in implementing the Quality Program Improvement Plan. All site personnel should understand the goals of the program and the plan to address the needs of the program. In order to implement the Quality Program Improvement Plan with fidelity, the following questions should be considered during the process:

1. How is the plan's implementation being monitored (check all that apply)?

- Formal Assessment
- Informal Discussion
- Observation
- Staff Meeting
- Focus Group
- Other (indicate below)

2. How are staff members being supported to meet the plan's goals (check all that apply)?

Professional Development/Training

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- Mentoring
- Coaching
- Resources
- Curriculum
- Supplies
- Monetary Support
- Other (identify below)
- surveys for interests and feedback by staff

3. Describe the impact the plan is making and how it has led to the improvement of services being delivered to the students?

The plan is having a positive impact, although it is a new program, so we are in the beginning stages, but our

observation visit really had an impact on moving our vision forward

4. Date of progress check:

Indicate any and all improvement goals met. Describe how the site met its benchmarks and what progress was made using the plan.

Goal Number 1:

 Progress of Goal Number 1:

Goal Number 2:

 Progress of Goal Number 2:

Name:

Title:

Date:

