

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING  
OPPORTUNITIES PROGRAM PLAN  
GUIDE**

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

# Shanèl Valley Academy

**Local Educational Agency (LEA) Name:** Shanèl 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. Shanèl Valley Academy

# Expanded Learning Opportunities Program Plan Guide

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 school site 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 at Shanèl Valley Academy (SVA) will be facilitated by the Principal and the Expanded Learning Program Lead. The program will take place on our spacious 10-acre campus, with activities spread across various spaces including the multi-purpose room, garden, athletic fields, playground, library, and classrooms.

**Collaboration & Safety Focus** Our ELO staff is an integral part of the school community and actively participates in the co-creation of behavior management policies. Student, staff, and community safety and wellness are the guiding principles behind all of our program planning and implementation efforts at SVA.

**Safety Training and Emergency Preparedness** In our commitment to creating a safe environment, ELO program staff undergo the same training as all school personnel in safety and student support procedures. They also participate in regular safety drills to ensure they are well-prepared for emergencies. Emergency preparedness is an ongoing priority, and we take proactive steps to ensure ELO teams are equipped to handle emergencies that may arise at any time.

### Specific Safety Protocols Include:

- ELO teams are required to conduct 5 emergency drills annually as outlined in SVA's Comprehensive Safety Plan & General Emergency Preparedness Procedures.
- The Principal, Program Lead, and all staff are required to complete the active shooter Vector Training modules each year.
- ELO team members attend in-person emergency preparedness training annually, focusing on specific site procedures and responses.
- Consultations with local first responders, including the Hopland Volunteer Fire Department and law enforcement officers, occur yearly to review safety plans and guide continuous improvements.

### Health & Safety Certifications:

- All staff members are trained in CPR, first aid, mandated reporting, and youth mental health first aid.
- Staff members are easily identifiable with vests for safety and accessibility.

**Ongoing Professional Development:**

- ELO staff receive comprehensive training in the school's Social Emotional Learning (SEL) program and student support strategies, ensuring they are equipped to support all students' emotional and academic needs.
- Staff members attend continuous professional development sessions in areas such as safety, engaging curriculum, social emotional strategies, and other key initiatives to enhance program quality.

**Behavior Management & Social-Emotional Support:** The ELO program is dedicated to maintaining an emotionally safe and supportive environment for all students. We extend the social, emotional, and behavioral supports throughout the day using the school's Positive Behavioral Interventions and Supports (PBIS) program. The same process for communicating with parents about student behavior and discipline is used across all programs. In addition, our team uses tools such as imagination cards, kimocho's, and other SEL strategies for our students.

At SVA, we are committed to ensuring that every student experiences a safe, supportive, and engaging learning environment through our Expanded Learning Opportunities programs.

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**

At SVA, we recognize that many of our families rely on our Expanded Learning Opportunities Program to provide a safe and supportive environment for their children while they are at work. To meet these needs, our program runs from **7:30 AM** to 5:30 PM every weekday. For days when there is no afterschool program, we make sure to inform families well in advance, up to **six months**, so they can plan accordingly.

### **Afterschool Program**

SVA maintains a **"no homework" policy**, which means that our Expanded Learning Program does not feature a traditional "power hour" for homework help. Instead, the afterschool schedule is centered around providing academic and social-emotional support through engaging, hands-on activities.

Our program is designed to offer students opportunities to engage in **active and enriched learning** that complements, but does not duplicate, the instructional day. The curriculum is planned using a **Universal Design for Learning (UDL)** approach, ensuring that every student has access to diverse learning opportunities. Teachers use assessments and observations to identify students who may need additional support or interventions to master specific content.

To further support academic achievement, **academic assistance is offered:**

- **Before school** for grades **4-6**, 30 minutes, **4 days per week**
- **After school** for grades **K-3**, 30 minutes, **4 days per week**

In addition to academics, students have access to a variety of enrichment activities in the afterschool program, including:

- **Art**
- **Music**
- **STEAM**
- **Outdoor Education**
- **Literacy**
- **Sports Clubs**

These offerings not only reinforce school-wide learning goals but also provide students with opportunities to explore their interests and talents.

### **Summer Supplemental Program**

Our Summer Supplemental Program is designed to provide enrichment activities for all students, further meeting the needs of our community and advancing our vision of

becoming a comprehensive community school. This program helps us support the educational, health, cultural and recreational needs of families in our small, remote community.

Through community outreach, we partner with local organizations, coaches, field specialists, and nonprofit groups to offer a range of activities and support. These summer sessions are an essential part of our commitment to enhancing the lives and well-being of Hopland families.

By integrating a variety of educational partners and local resources, we ensure that our Expanded Learning Programs foster academic growth, creativity, and community connection, while meeting the needs of our families throughout the year.

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

**Skill Building**

Shanèl Valley Academy (SVA) is a small, community-focused school built around the 4C's—Communication, Collaboration, Creativity, and Critical Thinking. These core principles drive our school-wide learning goals, and we extend them into our out-of-school-time activities and events. In addition to the 4C's, our student-led, project-based approach to learning is a cornerstone of the SVA experience.

Now entering our fourth year of operation, we are scaling this approach and beginning to see positive outcomes. SVA provides students with access to 1:1 devices, outdoor educational opportunities, and weekly clubs (available both during school hours and afterschool). These clubs include a diverse range of activities such as STEAM, Spanish, Sports, Sewing, Indigenous studies, Gardening, and other student-led interests.

These offerings reflect the integration of the 4C's and STEAM education in action. Our goal is to continue growing and refining these learning strategies. This includes expanding our focus on STEAM, enhancing our Makerspace, and further developing our afterschool programs, including 4-H and sports.

As we expand, we remain committed to engaging our students, families, partners, and parents in the decision-making and design of our programs. We actively involve students and the greater SVA community by conducting surveys to gather feedback on leadership and club development.

In addition, our summer programming complements the school year with a strong focus on enrichment activities that seamlessly integrate essential academic skills such as reading, math, and science.

Through ongoing collaboration with our students, families, and partners, we will continue to enhance the educational experiences at SVA, ensuring that they are

meaningful, engaging, and aligned with our school's values.

*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 each program session, all students participate in a circle-up check-in. During this time, they hear about the day's schedule and have an opportunity to share highlights or wonders from their day so far. This practice fosters connection and helps set the tone for the day ahead.

Our program planning follows a student- and community-driven approach, ensuring that student choice is at the heart of our activities across all age groups. We prioritize youth voice and leadership in various ways. For example, our annual Halloween carnival and costume parade is entirely student-led and designed, allowing students to take the lead in organizing and executing the event. In addition, our student-led assemblies, parent education nights (with students serving dinner), and other youth-driven events are key aspects of the SVA experience.

Students at SVA are actively involved in shaping our program through surveys. They create their own surveys to address important topics, such as cafeteria behavior management, assembly participation, and ideas for new clubs and afterschool activities. By giving students a platform to express their ideas and opinions, we ensure that their voices are heard and that they have a direct impact on shaping the SVA experience.

Events are designed both during **school-day** and **afterschool** program time, with a focus on reinforcing mathematical concepts, big ideas, or the school-wide project theme of the month, such as "perspective taking." These events are purposefully created to enhance learning in a fun and engaging way, ensuring that students are able to connect what they are learning in the classroom with hands-on, real-world applications.

In addition to the academic focus, **youth are centered** and **included** in program design and activity planning. Their interests, ideas, and feedback play a significant role in shaping these events, ensuring that each activity is meaningful and relevant to the students. By involving students in the planning process, we foster a sense of ownership, encourage collaboration, and create a supportive and inclusive environment where all students can feel valued and empowered.

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 programing.

### **Healthy Choices and Behaviors**

SVA's School Wellness Policy outlines our comprehensive approach to promoting healthy eating and physical activity for all students throughout the school day. We are committed to creating a healthy, supportive environment that encourages students to make healthy choices. To support this, SVA participates in USDA Child Nutrition Programs, ensuring that students receive nutritious meals during ELO-P hours. These meals — including breakfast, lunch, and snacks — meet the nutrition requirements established by local, state, and federal regulations.

Our in-house food service program offers "scratch-cooked" meals, made with fresh ingredients. This approach allows us to provide wholesome, nutritious meals that support both the academic and physical development of our students. Additionally, upper-grade student leaders are involved in maintaining cafeteria norms and modeling SVA BEAR values, helping to foster a positive, respectful atmosphere in our food service areas. Food service staff are local to the Hopland area, and know many of our students and families, thus ensuring that school meals are culturally relevant and affirming.

Family input plays an important role in our menu planning, ensuring that our meals align with the preferences and dietary needs of our community. Menus are available to parents/guardians and students in advance, allowing families to stay informed and engaged in meal planning.

This aligns with our wellness goals by offering safe, supportive spaces for Hopland's youth. This not only provides peace of mind for parents but also promotes healthy behaviors and encourages physical activity in our students. The school garden program, integration of the Playworks curriculum, mindfulness practices, and restorative practices are integral components of our vision to nurture students' physical, emotional, and social development.

SVA's commitment to expanding opportunities for Hopland youth includes offering the Playworks Program in the afterschool program, which focuses on physical activity and social development through play. Additionally, sports clubs are offered daily, providing students with regular opportunities for physical activity and teamwork. Without such offerings on our campus, families would have to travel 20-40 miles to participate in afterschool enrichment,

6. Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

### **Diversity, Access, and Equity**

SVA is a small school where the guiding mantra, “*Know my name, Know my face, Know my story,*” has been central to our success. With approximately 130 students enrolled, every adult on campus knows each student and their family by name. The school’s founders, families, administration, and teachers have intentionally designed a learning environment that is culturally and socially inclusive, where every student can feel seen, heard, and valued.

Building a strong community starts even before students arrive. Each August, SVA invests in two weeks of professional learning, where we focus on team-building, establishing strong connections, and fostering a cohesive culture. These 7-10 days are grounded in research-backed practices around equity, creating a positive and safe environment, inclusion, and the best practices for learning organizations. We prioritize ongoing, collaborative decision-making and recognize the importance of continuously seeking and responding to community input as part of our planning and governance.

As part of our commitment to inclusivity, we recognize the importance of understanding the effects of intergenerational trauma and systemic racism, exploitation and oppression. This is particularly relevant given that a significant portion of our student population consists of Indigenous students, English Learners, and families facing poverty. We address these challenges continuously through professional learning, self reflection and evaluation ensuring that every member of our staff is equipped with the tools and understanding to foster an inclusive and supportive environment for all students, including students with special needs.

Expanded Learning Staff play a crucial role in SVA, both during the school day and in the afterschool program. These staff members are aligned with the school’s social-emotional learning (SEL) strategies and support systems so ALL students can access the program. They collaborate in the co-creation of our Positive Behavior Supports and Interventions (PBIS) framework and school culture goals, ensuring that the approach to supporting, encouraging and affirming positive student behavior is consistent and unified throughout the day.

All staff at SVA are trained in Restorative Practices: an inclusive approach with the goal of ensuring that all students have access to enrichment opportunities. These practices extend into our afterschool program. In the afterschool setting, all students are supported and encouraged to become valued members of the SVA community. Our afterschool staff participate fully in school-wide planning, decision-making, and problem-solving efforts. This collaboration ensures that students, including those with special needs, English Language Learners, and those in need of additional social-emotional or academic support, are provided with consistent, seamless care and resources. To enable students with special education services to access the program, expanded learning staff collaborate with the principal and special education

teacher to plan for a multi-tiered approach to meeting student and family needs. This also includes partnership with families and consistent communication.

At SVA, program outreach and community communication are conducted in both English and Spanish, the two primary languages spoken by our enrolled families. We actively seek to employ multilingual teachers and staff in all positions, with about half of our staff currently being multilingual. We also invite candidates to submit a Diversity, Equity, and Inclusion statement as part of the hiring process, and these statements are reviewed prior to offering interviews to ensure alignment with SVA's values.

We believe that every voice should be heard. As such, staff, students, and families are encouraged to share their cultural heritage and experiences in both the classroom and the expanded learning program. Students have opportunities to explore different cultures through project-based learning, enrichment clubs, and a variety of activities that reflect the diverse world around us.

We are committed to ensuring that every student has access to an education that embraces diversity, fosters equity, and promotes inclusivity across all aspects of their experience. Through our ongoing efforts to include multiple perspectives and voices, we continue to build a community where every student thrives, academically, socially, and emotionally.

*7. Detail how the program will provide opportunities for students to engage with quality Staff.*

*What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).*

*Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).*

## Quality Staff

At SVA, our staff recruitment for certificated, classified, part-time staff, and volunteers is purpose-driven and reflects our commitment to finding high-quality educators and support staff who are dedicated to the success of our students. We recognize that attracting and retaining talented individuals requires going above and beyond typical expectations in terms of compensation, professional support, and career growth opportunities.

Due to SVA's location in a rural area, access to career supports, such as higher education resources, basic skills testing, and fingerprinting, can be challenging for potential staff members. This geographic challenge means that we take a multi-pronged approach to recruitment. In addition to traditional methods like posting on Indeed and Edjoin, we also leverage word of mouth, host presentations or booths at local events, and issue press releases to connect with potential candidates. Our recruitment goal as a small, community-based school is to primarily attract staff from our local area, fostering a sense of belonging and community within our team. We seek to reflect our local community in our staff, so our students can see a path to a successful future with role models who share similar lived experiences.

Once candidates are offered a position, they must undergo the necessary background checks, including fingerprinting through SVA's DOJ live scan process, submit a current TB test, and provide any other required documentation to ensure compliance with state and federal regulations.

To support staff retention and growth, SVA invests in professional learning. Each year, staff members have access to more than 100 hours of professional learning and leadership development, which includes opportunities for all educators—certificated and classified—along with expanded learning program staff. These professional learning opportunities are crucial for staying current with best practices in education and program delivery.

The Principal and Expanded Learning Program Lead also engage in continuous professional development to deepen their knowledge and skills related to enrichment programming, attendance procedures, federal program monitoring, fiscal sustainability, emergency preparedness, school culture, and other program-related areas. This ongoing learning is key to ensuring that our team is equipped to deliver the highest quality education and support to our students.

At SVA, we value our staff as our greatest asset and are committed to providing the resources, training, and support they need to thrive. By fostering a strong, well-trained, and community-centered staff, we aim to create an educational environment where both students and educators can excel.

8. Explain the program's clear vision, mission, and purpose.

### **Clear Mission, Vision, and Purpose**

Shanèl Valley Academy (SVA) is a community-driven school that was collaboratively designed by a dedicated team of Hopland parents, the Hopland Band of Pomo Indians, local neighbors, and business owners. This collaborative spirit continues to guide every aspect of our school, ensuring that it remains deeply connected to the values, cultures, and needs of our local community.

### **Our Vision**

At SVA, we envision a future where all children have equitable access to high-quality education, empowering them to become critical thinkers and effective leaders. We are committed to ensuring that every student feels valued and supported in their journey toward success. As a culturally responsive community school, we honor the unique identities and backgrounds of each of our students, fostering an inclusive learning environment that reflects and celebrates the diversity of our community.

### **Our Mission**

At Shanèl Valley Academy, we believe in the power of collaboration. We develop our strengths, design a common vision, and achieve together. By working in partnership with families, local organizations, and community members, we strive to create a positive, supportive, and engaging environment that prepares our students for success both academically and in life.

### **Expanded Learning Program**

Our Expanded Learning Program plays a vital role in fulfilling our mission. It is an essential component of our education and student support plan, offering access to a variety of enrichment and skill-building opportunities that extend learning beyond the classroom. These programs help broaden the horizons of our Hopland youth and families by providing a range of activities that encourage personal growth, creativity, and community involvement. Through these efforts, we aim to nurture well-rounded students who are ready to lead and thrive in a rapidly changing world.

9. Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

*Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.*

## Collaborative Partnerships

Shanèl Valley Academy (SVA) is deeply committed to fostering strong community partnerships that enhance the educational experiences of our students and support the broader Hopland community. Our collaborative partners play an integral role in the development and implementation of programs, providing students with rich, diverse learning opportunities and ensuring the alignment of our school's goals with community needs.

### Key Collaborative Partners

- **Hopland 4-H**
- **UC/ANR Hopland Extension and Research Center**
- **Mendocino County Youth Project (MCYP)**
- **Hopland Band of Pomo Indians (HBPI)**
- **Mendocino County Office of Education (MCOE)**
- **Mendocino County Special Education Local Plan Area (SELPA)**
- **Local businesses**

These organizations provide valuable resources, expertise, and opportunities for our students in areas such as agriculture, youth development, mental health, and cultural education. They also contribute to the diverse enrichment programs offered to students, such as 4-H clubs, STEAM activities, and cultural celebrations.

### Partnership with Hopland Band of Pomo Indians (HBPI)

A special and important partnership exists with the Hopland Band of Pomo Indians (HBPI), where we work together to align our school goals with the Pomo Education Center, which is effectively the department of education for the Hopland Band of Pomo Indians. This collaboration is codified in our founding charter that requires a member of HBPI (appointed by the Tribal Chairperson) be included on our Board of Directors. This collaboration supports Pomo language and cultural education for tribal members, creating opportunities for tribal self-determination and honoring the history and future leaders of the Pomo community.

We are working towards developing culturally appropriate Pomo-led and designed learning opportunities that are inclusive of all SVA students, while respecting and celebrating the traditions of the Hopland Band of Pomo Indians. This partnership supports our goal to educate both tribal and non-tribal members of the Hopland community in ways that honor the ancestry and self-determination of the Pomo people.

The Hopland Band of Pomo Indians Education Department operates a **parallel program** as defined under the California Department of Education's **Expanded Learning Opportunities Program (ELOP)**. This program provides after-school enrichment opportunities that emphasize cultural education, community engagement, and academic support. Grounded in Indigenous knowledge and traditions, the program offers students hands-on experiences that strengthen their connection to Pomo culture, language, and history while reinforcing their academic development.

SVA actively supports this parallel program by ensuring seamless coordination

between the school day and after-school activities. To support student well-being and readiness to participate, SVA ensures that all students attending the Education Department's program receive a nutritious **snack prior to departure**.

### **Partnership with Hopland 4H Community Club**

SVA has partnered with the Hopland 4H Community Club to integrate hands-on agricultural education into our expanded learning program, providing students with opportunities to develop leadership, responsibility, and practical skills through animal husbandry and gardening. By covering the cost of participation for SVA students in good standing, we are reducing financial barriers and ensuring equitable access to the 4H Hopland Community Club. This partnership strengthens community connections, enriches student learning, and aligns with our commitment to experiential education and whole-child development.

### **Ongoing Collaboration and Exploration**

SVA is continually exploring and expanding our network of collaborative partnerships to better meet the needs of our students and families. We believe that strong partnerships with community organizations, local businesses, and educational institutions are key to providing our students with a well-rounded and inclusive education that prepares them for future success. Through these collaborations, we are working together to create a vibrant and supportive community that values learning, culture, and connection. Without collaborative partners and dedicated community members our school simply would not exist, as our community grows and contracts, and as new families move in and out, we continually seek to evolve with the needs of the community, climate and ongoing development of the culture of Hopland, CA.

*10. Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.*

## Continuous Quality Improvement

At SVA, we are dedicated to creating a culture of Continuous Quality Improvement (CQI) to ensure that our programs, including the Expanded Learning Program, are consistently assessed, refined, and aligned with the needs and goals of our students, staff, and families. This process is embedded in our operations at all levels and is integrated into our day-to-day practices.

### CQI Process: Plan, Assess, Improve

The CQI process follows a Plan, Assess, Improve cycle that is ongoing throughout the year. This cycle is codified in our policies and practices, ensuring that collaborative planning and reflection are central to our operations.

### Collaborative Planning and Reflection

Collaborative planning takes place in multiple formats to ensure that all voices are heard and that plans are continuously evaluated and revised for effectiveness. Key practices include:

- **Weekly Staff Meetings:** These meetings allow for consistent communication and collaboration among staff, ensuring alignment of goals and addressing any areas that need improvement.
- **Professional Learning Days:** Dedicated days for professional development and team-building allow staff to come together for focused learning on key topics.
- **Individual Coaching Sessions:** One-on-one coaching allows for personalized support to address specific areas for improvement and growth.
- **Small Team Meetings and Ad-Hoc Committees:** Smaller teams or committees, formed by or at the request of the Board of Directors, work together to focus on specific aspects of the Expanded Learning Program, ensuring that all areas of our school program are receiving attention and refinement.

### Implementation and Reflection

Once collaborative plans are created, they are implemented and then assessed. Feedback is collected from students, staff, and families to measure engagement and effectiveness. After assessing the impact, the plan is **revised** to address any gaps or areas for growth. This process includes:

- **Feedback from Staff:** Ensures that staff has a voice in assessing what is working and what needs adjustment.
- **Student and Family Feedback:** Involves gathering input from students and families to gauge their experience with the Expanded Learning Program and school culture.

### Key Improvements Based on Feedback

The feedback we collect is used to drive **positive changes** in our programs. Some

key improvements that have emerged through the CQI process include:

1. Youth Leadership Focus: After feedback from upper-grade students (4th-6th), we increased our focus on youth leadership, empowering these students to take more ownership and initiative within the program.
2. Playworks Curriculum: The implementation of the Playworks Curriculum has created more engaging and structured playtime, which has been well-received by students and staff.
3. Engaging Clubs: We have created a variety of clubs during Expanded Learning Program time, ensuring that all students have access to activities they enjoy and that promote skill-building in areas like STEM, art, and outdoor education.
4. Staff, Student, and Family Engagement: We have received positive feedback from all groups, which has confirmed the effectiveness of our program changes and adjustments.

### **Ongoing Refinement**

Each year, we use the **assessment data** and feedback collected to:

- Adjust Staffing: We adjust staffing needs based on program evaluations and feedback to ensure the right support is in place for all students.
- Provide Targeted Trainings: Staff receive professional development based on the needs identified in the CQI process, such as training on the Playworks Curriculum, PBIS, SEL, and Expanded Learning Quality Standards.
- Set New Goals: At the beginning of each school year, we set clear goals and curriculum plans to guide our work. This ensures that everyone is aligned and working towards shared priorities.

By continuously reflecting and improving, SVA remains a dynamic and responsive school that is dedicated to meeting the needs of its students, families, and staff. The Plan, Assess, Improve process ensures that we stay on track toward achieving our mission of providing high-quality education and enrichment opportunities to all of our students.

*11. Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.*

*Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?*

*Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.*

## Program Management

The Principal at Shanèl Valley Academy (SVA) holds primary responsibility for overseeing the structure and operations of the Expanded Learning Program. The Principal ensures that the program aligns with the overall goals and objectives of the school, with an emphasis on student achievement, safety, and engagement.

The **Expanded Learning Lead** is responsible for the day-to-day management of the afterschool program, which includes key responsibilities such as:

- **Program management and scheduling:** Ensuring that activities are well-organized and that there is a variety of enrichment opportunities for students, communication with families, and program documentation to support smooth daily operations.
- **Materials and supplies management:** Ensuring that the necessary materials and supplies are in place for a smooth-running program.
- **Attendance:** Ensuring families adhere to sign-in/out procedures for student safety and compliance.

**Program Staff:** The Expanded Learning Program relies on a team of student support specialists and teachers who provide targeted support and enrichment to students. These staff members offer services such as:

- **Coaching**
- **Tutoring**
- **Enrichment activities:** Aimed at supplementing students' academic experiences and offering them additional learning opportunities.

### Additional Support Staff:

- **Food Service Staff:** Prepares and serves scratch-cooked snacks that meet Afterschool Snack meal pattern requirements, ensuring nutritious options for students.
- **Grounds Maintenance:** Maintains outdoor learning spaces, including the school garden and 4H program areas, ensuring safe and functional environments for hands-on activities.
- **Janitorial:** Supports program cleanliness by maintaining classrooms, restrooms, and shared spaces, ensuring a safe and sanitary environment for students and staff.
- **Business Manager:** Oversees employee onboarding, fingerprinting, payroll processing, and ensures volunteer records comply with program requirements and regulations.
- **Admin Assistant:** Manages attendance tracking reporting, supports the parallel program by coordinating schedules, maintaining records, and assisting with logistical needs.

**Staffing Ratios:** SVA maintains small class sizes to ensure that each student receives adequate attention and support. The current staffing ratios are:

- **15:1 ratio:** For most grade levels, ensuring that each teacher can engage

meaningfully with their students.

- **10:1 ratio:** More often than not, especially for upper grades, to provide even more personalized support.
- **K-6 ratio:** We follow a guideline of a **20:1 ratio** to ensure effective classroom management and learning.
- **TK ratio:** A stricter **10:1 ratio** for Transitional Kindergarten (TK) students to ensure the youngest learners receive close attention and support.

This staffing structure and ratio policy is designed to foster a safe and supportive learning environment, where each student's needs are met effectively.

### 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. This is demonstrated by the following:

- 21stCCLC guidelines establish that afterschool programs with frontier designation must run until 5:30pm: our schedule reflects this requirement
- TK/K ratio requirements for ELO-P funding insist on a 10:1 student:staff ratio, even when other grades are present. SVA ratios reflect 10:1 during program activities and times when TK/K students are present.
- While ELO-P funding does not necessarily require attendance tracking: ASES and 21stCCLC funding do. Attendance tracking is also an important part of our CQI process, and thus has always been a requirement for program staff, even prior to the more stringent (21stCCLC) funding source was in place.

**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?**

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 and play yard.

TK/K programs are staffed with appropriately certificated staff with student support specialists, whose professional preparation aligns with TK staffing requirements. The ratio is maintained by the Program Coordinator ensuring the schedule has the appropriate 1:10 ratios at all times. 1:10 ratio is retained during integration into the whole program. The Coordinator plans and preps early childhood specific activities and ensures designated staff are actively supervising the TK/K to stay in compliance.

### **Offer and Provide Access**

**Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?**

To ensure equitable access to the Expanded Learning Opportunities Program (ELO-P) for our students and families, SVA will implement a comprehensive and culturally responsive approach. We recognize the importance of using multiple communication channels that are linguistically and culturally appropriate, ensuring that all families are fully informed and able to participate in the enrollment process.

SVA is committed to making sure all communications are accessible to our diverse families. To ensure that language barriers do not prevent participation, all messaging will be available in Spanish, and we have a translator if necessary. We will utilize various platforms to distribute information and updates about the ELO-P, including:

- Parentsquare: A key communication tool that will be used to share information about the ELO-P with families. This platform allows for both written and verbal communication, ensuring accessibility to all.
- Social Media: SVA will utilize our social media channels (Facebook, Instagram, etc.) to reach families, providing timely updates and instructions on how to access the program.
- Emails, Phone Calls, and Texts: Regular email communications, text messages, and phone calls will be sent to families to inform them of the

program and provide step-by-step guidance on how to enroll as needed.

By using these multiple channels, we ensure that every family has access to the relevant information, regardless of their preferred method of communication.

The enrollment process for the ELO-P will follow the same procedures as the general school enrollment. All families, regardless of their student's age, will need to complete the necessary enrollment forms, which include a required signature. These forms will be distributed in both English and Spanish to ensure that all families can understand and complete the enrollment process without barriers.

Once completed, the signed forms will be securely stored in the school office, where they will be maintained in compliance with school district policies on record-keeping and data security. This ensures that all necessary documentation is easily accessible and properly safeguarded. There is no transportation to and from the ELOP program.

### **Field Trips**

**Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated date(s), duration of the trip, grade level(s) participating, and transportation arrangements.**

To further support families' participation in the ELO-P enrichment activities, SVA will offer transportation to and from events as needed, ensuring that all students have access during the ELOP window. This service ensures that students can participate fully in the program's activities without transportation barriers. The van service will be provided at no additional cost to the families.

In addition to the academic enrichment provided through the ELO-P, SVA partners with local non-profit organizations to offer field trips and cultural programming. These partnerships provide our students with access to enriching experiences, including activities and cultural exposure that may otherwise be unavailable in our small community. These opportunities help expand our students' horizons and offer them experiences beyond the classroom, enriching their educational journey in meaningful ways. Examples are sports activities off site, county fair, and activities provided by our local tribal partners, Hopland Band of Pomo Indians.

In summary, SVA will ensure access to the ELO-P by using multiple, culturally and linguistically appropriate communication channels, a straightforward enrollment process with required signatures, and transportation to take groups of students to enrichment activities. Furthermore, our partnerships with local non-profits provide additional enriching experiences for students. This comprehensive approach ensures that all families, regardless of language or logistical challenges, can easily enroll their children and benefit from the program.

### Sample Program Schedule

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

NA

### Sample Program Schedule

#### Check-In and Activities Overview

Time	Location	Activity/Details	Staff Supervising	Material Needed	Special Notes
2:10-2:30 PM	MPR / Craft Room (R11) / Outdoor Reading Table (Z2)	Check-In and Group Activity	<u>Ratio TK/K</u> 10:1 Nicci, Jackie, Alexa (Break rotation)	March Math Crafts, Outdoor Games (Playworks)	No free play after check-in; focus on guided activities.
2:10-2:55 PM	Outdoor	Clean Up & Playworks Game **1	<u>20:1</u> Chelsey, Yaya	Outdoor equipment for Playworks games	Transition to outdoor games, clean-up before activities.
3:00-4:00 PM	Zone 1 Outdoor	Lego Building / Team Challenge	<u>20:1/ 12:1</u> Chelsey, Yaya	Legos, rules papers	Monitor closely to ensure Legos stay in designated areas.
3:00-4:00 PM	MPR	Read, Write, Draw with Picture Books	<u>20:1/12:1</u> Deanna / Ari		Read, Write Draw with Picture books

<b>3:00-3:15 PM</b>	<b>Snack Area (MPR)</b>	<b>Snack Time</b>	<b><u>Ratio/TK/K</u> 10:1 All Staff</b>	<b>All Staff (Break Rotations)</b>	<b>Snacks (provided)</b>
<b>4:00-5:15 PM</b>	<b>Zone 1 / MPR</b>	<b>Quiet Time (MPR/Zone 1)</b>	<b><u>10:1</u> Chelsey, Nicci, Yaya, Alisha</b>	<b>Quiet activities</b>	<b>Focus on quiet time and independen t activities.</b>

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